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ABSTRACT

A 5-year research program, the Research Institute on the Placement and Integration of Children with Severe Disabilities, was conducted to survey current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. Twenty variables, including characteristics of students, families, teachers, administrators, and communities, were identified and analyzed to measure the extent to which each variable affects the probability that students are placed in an integrated or segregated facility. Research, development, and evaluation activities were then performed to increase the effectiveness of special education for children with severe disabilities in integrated settings. Technical assistance was provided to statewide systems change projects on the interventions most likely to promote integration. This report includes descriptions of project activities, including technical assistance, descriptive research, and development research, and provides abstracts of 12 research studies conducted. A substantial portion of the report is composed of tables documenting project accomplishments. Three separately published lists of closely-related resources are appended: (1) "Written Products from Activities of the CRI"; (2) "Collaborative and Integrated Related Services Resource Guide"; (3) "Least Restrictive Environment (LRE) Clearinghouse Resource Library." (JDD)

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ED 370 252

# CALIFORNIA RESEARCH INSTITUTE
## ON THE INTEGRATION OF STUDENTS WITH SEVERE DISABILITIES

Final Report

California Research Institute on the
Integration of Students with Severe Disabilities

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Years 1987-1992

Cooperative Agreement #

G0087C3056

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# Table of Contents


| | *Page* |
|---|---|
| Abstract | ii |
| Institute Goals | 1 |
| Project Objectives | 1 |
| Project Activities | 4 |
| Project Evaluation & Dissemination | 7 |
| Table 1 – Project Timelines by Objectives | 8 |
| Section One: Research Activities | 12 |
| Section Two: Technical Assistance Activities | 22 |
| Table 2 – Synthesis of T.A. Accomplishments, Year 01 | 26 |
| Table 3 – Synthesis of T.A. Accomplishments, Year 02 | 30 |
| Table 4 – Synthesis of T.A. Accomplishments, Year 03 | 39 |
| Table 5 – Synthesis of T.A. Accomplishments, Year 04 | 48 |
| Table 6 – Synthesis of T.A. Accomplishments, Year 05 | 54 |
| Section Three: Dissemination Activities | 59 |
| Table 7 – Dissemination & Products | 61 |

# ABSTRACT

The Special Education Department of San Francisco State University entered into a cooperative agreement with the U.S. Department of Education in 1987 to continue and expand the activities of the California Research Institute (CRI: 1982-1987). As a result, CRI established a Research Institute on the Placement and Integration of Children with Severe Disabilities (1987-1992), which conducted a five-year research program to survey current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. Data was collected in four specified states and some research activity extended to eleven other states. Descriptive data was collected on a sample of students with severe disabilities in the participating states. Extant literature identified twenty variables, including characteristics of students, families, teachers, administrators and communities that may potentially be related to their type of placement. The descriptive data were analyzed using a statistical model that measures the extent to which each variable affects the probability that students are placed in an integrated or segregated facility.

Developmental research was conducted based on the results of the descriptive data analysis. Research, development, and evaluation activities were performed to increase the effectiveness of special education for children with severe disabilities in integrated settings. Two waves of data were collected longitudinally concerning predictor variables and student outcomes. Results of the correlational investigations were utilized to design experimental research.

In addition, CRI provided technical assistance (T.A.) to promote integration in participating states. T.A. plans were developed for participating states based on the results of yearly needs assessments. T.A. was provided in the areas of best practices in instruction and service provision for school-aged children with severe disabilities. Best practices models were generated from the descriptive and developmental data collection and analysis. The goal of T.A. was to implement movement to the Least Restrictive Environment (LRE) for all children with severe disabilities.

## INSTITUTE GOALS

The specific goals of the Institute were as follows:

(1) To provide technical assistance to five statewide systems change projects (California, Colorado, Illinois, Kentucky, and Virginia) on the interventions most likely to promote integration. Technical assistance will be offered to other SEAs, as needed, by CRI in collaboration with other national T.A. providers.

(2) To develop and test a unified, structural model which is aimed at linking identified best practices in integrated settings to positive outcomes. A structural equation model will be utilized to establish the relationships between variables which will provide theoretical confirmation and suggest causal relationships.

(3) To utilize large sample correlational statistics to guide technical assistance efforts in Years 02-05 on best practices. CRI will translate the research findings into relevant and effective technical assistance activities and training materials.

(4) To utilize the large sample correlational statistics to guide experimental investigations on key factors suggested by the structural model. These studies will provide methods to validate the model and determine causation of positive educational outcomes in integrated settings.

(5) To provide comprehensive, ongoing evaluation of the technical assistance, instrumentation, data collection and analysis process as it affects increasing integrated placements and improved instructional practices.

## PROJECT OBJECTIVES

The overall objectives of this project were to: (a) determine placement patterns of students with severe disabilities; (b) identify what factors predict placement in integrated environments; (c) identify outcomes associated with "promising practices" in the conduct of educational programs in integrated settings; and (d) provide technical assistance and disseminate information on systems change and integration to systems change states. These objectives are organized by tasks and are briefly described below. All of these tasks and the objectives were specified in our cooperative agreement and have been completed in accordance with project timelines.

**Task One:** Descriptive Research: Descriptive research was conducted on the current distribution of placement of children with severe handicaps.

i) Developed and validated categories of types of educational placement.

ii) Used preceding developed categories to define distribution of placements in at least six demographically different and geographically dispersed states and identified numbers of students in each placement category.

iii) Used adequate sample of LEAs from the states studied to identify factors that differentiate among LEAs with high and low percentages of children placed in regular public school buildings including:
- Types of state funding formula
- Resource allocation
- Community characteristics
- Instructional procedures

iv) Identified potentially useful practices in LEAs with high percent of placements in regular school buildings, such as:
- Models for deploying supervisory and related services staff
- Patterns of interactions with students' families
- Procedures for assessment and IEP development

**Task Two:** Developmental Research: Research, development and evaluation activities were performed to increase effectiveness of special education programs for children with severe handicaps that are located in regular school buildings where same-aged children without disabilities form the majority of the student body.

Identified intervention procedures, administrative arrangements, or other strategies that result in more active social networks and relationships, improved development of functional skills, and improved vocational and residential outcomes.

i) Justified focus of developmental research in terms of relevance of research to current needs of children with severe handicaps and their families.

ii) Described dissemination efforts to professional personnel (including teachers and administrators of programs serving children with severe handicaps) and the general public.

**Task Three:** Technical Assistance: Technical assistance was provided to statewide systems change projects and to a limited number of other relevant projects promoting integration.

i) Defined recipients of T.A.: five nationally distributed statewide systems change projects selected for funding in FY 1987 competitions.

ii) Defined recipients of up to 10 additional projects (identified by the Secretary) providing related statewide services for severely handicapped children. Developed annual technical assistance plans responsive to the unique needs of each state served.

iii) Provided T.A. to statewide systems change projects, including:
- Two annual meetings for project directors of identified T.A. recipients in D.C. with institute support (excluding travel)
- Three trips (three days each) annually by the institute staff to the T.A. sites
- Two topical workshops on common needs across states

iv) Demonstrated use of institute findings under Task One in the provision of T.A.

v) Implemented evaluation plan for effectiveness of the technical assistance to statewide systems change, including:
- Procedures to determine user satisfaction
- Change in quality of services provided
- Overall impact of children, parents, and relevant others

vi) Coordinated technical assistance activities with other related projects, including Federal RRCs that have been funded.

**Task Four:** Logistical and Dissemination Tasks

i) Conducted dissemination activities designed to document and promote the process of statewide systems change and to disseminate research findings on the education of students with severe disabilities in integrated settings.

ii) Conducted activities designed to evaluate the T.A. and research activities of the project.

# PROJECT ACTIVITIES (YEARS 01-05)

Activities undertaken to achieve Institute goals and objectives were outlined in the original proposal and have all been completed. See Table 1 for project timelines. They have been condensed into this short form to assist the reader. The year 02-05 activities were slightly edited to remove the involvement of TASH-TA since our subcontract with TASH-TA was terminated at the end of Year 01, and to clarify the distinction between descriptive and development research activities.

1. **TASK 1: Descriptive Research**

   1.1 Identified 15 participating states.

      1.1.1 Included states receiving new statewide systems change awards.

   1.2 Defined SH population in conjunction with SEA for each state.

   1.3 Identified placement of all SH students in each state for segregated vs. nonsegregated placement. "Segregated" meant separate, handicapped-only school placement. "Nonsegregated" meant all other integrated alternatives.

   1.4 Identified subject population for research by identifying samples of integrated and segregated students of both age groups in each participating state.

      1.4.1 Secured permission to collect data on all identified subjects in all states using TASH-TA personnel for states other than California and research institute personnel in California.

   1.5 Using the operational definitions for identified theoretical placement factors, collected data on a large sample of students in both segregated ( N = 1000) and nonsegregated (N = 1000) placements within California, and on smaller representative samples from the other states (N = 200 per state) using T.A. personnel as part of their needs assessment activity.

   1.6 Using a regression model, analyzed the data collected to determine the Year 02 placement objectives for technical assistance.

1.6.1 Published to results of the regression analysis as part of the dissemination effort.

1.7 Used the data base developed in Task 1, selected "stratified" samples of subjects from the LRE population (subjects identified as having nonsegregated placements).

1.7.1 Identified smaller research samples in both age groups. The target sample was 400 students per group, or a total of 800 severely disabled students.

1.7.2 Identified smaller research samples in both age groups from each of the participating states in addition to California to cross validate.

1.8 Initiated the first stage of data collection in the longitudinal design by collecting data across the various research samples to begin to examine the relationship of identified "best practices" to specified positive outcomes for each group.

1.9 Initiated data analysis to examine the developing statistical relationships among and between the "best practice" predictors and the outcomes for each group.

1.9.1 Used regression analysis to begin to test for the emergence of variables or new factors that may predict positive outcomes.

1.10 Collected the second wave of data on subjects to identify educational practices associated with positive outcomes in integrated settings.

2. **TASK 2: Developmental Research**

2.1 Designed and collected level C analyses to provide a more finely controlled set of examinations of key predictive Task 2 variables by conducting the following experimental studies:

2.1.1 Validation Study: State-Of-The-Art Educational Practices Associated with Positive Student Outcomes.

2.1.2 Descriptive Study: An Analysis of Student Outcomes Associated with Educational Programs Representing Full Inclusion and Special Class Models of Integration.

2.1.3 Social Skills Training Study: The Effects of Social Interaction Training Intervention on the Social Behaviors of Nondisabled Secondary-Aged Students Toward Their Schoolmates with Severe Disabilities.

2.1.4 IEP Study: A Preliminary Investigation of IEP Quality and Content Associated with Placement in General Education Versus Special Education Classes.

2.1.5 Conversation Study: The Regular Class as a Communication Support Group.

2.1.6 Behavior Reduction Study: The Effects of Integration on the Challenging Behavior of Students with Severe Disabilities.

2.1.7 Evaluating the Effects of Placement of Students with Severe Disabilities in Regular Education Versus Special Classes.

2.1.8 Acquisition of Communication and Motor Skills within the Context of Cooperative Learning Groups in General Education Classrooms.

2.1.9 The Effect of Full Inclusion on Regular Education Teachers.

3. **TASK 3: Technical Assistance**

3.1 Developed an initial T.A. plan for Year 01 with each participating state in conjunction with state special education director.

3.2 Conducted needs assessment (data collection) portion of technical assistance effort aimed at increasing rate of placement of SH students in nonsegregated sites.

3.3 Initiated needs assessment portion of the technical assistance effort aimed at improving education practices ("best practices") in the identified integrated placements.

3.4 Revised T.A. plans based on outcomes of 3.2 and 3.3 above.

3.5 Delivered and evaluated initial T.A. for placement.

4. **TASK 4: Logistical Tasks**

   4.1 Coordinated with OSERS staff to identify dates for meetings to be held in Washington, D.C., including institute managerial staff and the directors of each of the five statewide systems change grants.

   4.2 Coordinated with the directors of the statewide systems change grants to set dates for project staff to visit each state three times in Year 01 to assist with technical assistance and data collection efforts.

      a. These meetings included TASH-TA personnel and Regional Resource Center (RRC) personnel who were invited to attend all joint project planning meetings when possible.

## PROJECT EVALUATION & DISSEMINATION

1. Initiated evaluation activity at end of Year 01 and thereafter for each year.

   a. Assessed user satisfaction with the technical assistance activities.

2. Prepared first annual project report summarizing results of research and T.A. efforts at year's end and for each quarter thereafter.

   a. Identified all problems encountered in implementing project work plan and actions undertaken to solve the problems. Identify areas determined to be in need of further investigation.
   b. Conducted external evaluation via site review team visit in year 02.

3. Prepared report summarizing Year 01 T.A. efforts and repeated each year.

4. Conducted dissemination activities designed to document and promote the process of statewide systems change and disseminated research findings on the education of students with severe disabilities in integrated settings.

## Table 1
## Project Timelines by Objectives

| TASK ONE: Descriptive Research | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| A. Activity 1: | | Identify SH population and population placements (Level I) | Met | | | | |
| Objective | 1.1 | Identify states | Met | | | | |
| | 1.1.1 | Identify systems change states | Met | | | | |
| | 1.1.2 | Identify TASH T.A. states | Met | | | | |
| Objective | 1.2 | Define SH population | Met | | | | |
| Objective | 1.3 | Identify placement of SH students | Met | | | | |
| B. Activity 2: | | Coordinate Level II research | | Met | | | |
| Objective | 1.4 | Identify subject sample | | Met | | | |
| | 1.4.1 | Secure permissions | | Met | | | |
| Objective | 1.5 | Collect data | | Met | | | |
| Objective | 1.6 | Analyze data | | | Met | | |
| | 1.6.1 | Publish results | | | | Met | |
| C. Activity 3: | | Identify Level III sample | | | Met | | |
| Objective | 1.7 | Select sample | | | Met | | |
| | 1.7.1 | California sample | | | Met | | |
| | 1.7.2 | Other state sample | | | Met | | |
| D. Activity 4: | | Collect Level III data | | | Met | | |
| Objective | 1.8 | Collect data | | | Met | | |
| E. Activity 5: | | Level III analysis | | | | Met | |
| Objective | 1.9 | Analyze data | | | | Met | |
| | 1.9.1 | Conduct Level III analyses | | | | Met | |
| | 1.9.3 | Revise model | | | | | Met |
| F. Activity 6: | | | | | | | |
| Objective | 1.10 | Collect 2nd round of Level III data (validation) | | | | Met | |
| Objective | 1.11 | Analyze data | | | | Met | |
| Objective | 1.12 | Disseminate | | | | | Met |

| TASK TWO: Developmental Research | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| A. Activity 1: | | Conduct experimental studies focused on the relationship between state-of-the-art educational practices and positive student outcomes. | | | | | |
| Objective | 2.1.1 | Validation Study: State-of-the-art educational practices with positive student outcomes | | | | Met | |
| Objective | 2.1.2 | Descriptive Study: An analysis of student outcomes associated with educational programs representing full inclusion & special class models of integration | | | | Met | |
| Objective | 2.1.3 | Social Skills Training Study: The effects of social interaction training intervention on the social behaviors of nondisabled secondary-aged students toward their schoolmates with severe disabilities | | | | Met | |
| Objective | 2.1.4 | IEP Study: A preliminary investigation of IEP quality & content associated with placement in general education versus special education classes | | | | Met | |
| Objective | 2.1.5 | Conversation Study: The regular class as a communication support group | | | | Met | |
| Objective | 2.1.6 | Behavior Reduction Study: The effects of integration on the challenging behavior of students with severe disabilities | | | | Met | |
| Objective | 2.1.7 | Evaluating the effects of placement of students with severe disabilities in regular education versus special classes | | | | | Met |
| Objective | 2.1.8 | Acquisition of communication & motor skills within the context of cooperative learning groups in general education classrooms | | | | | Met |
| Objective | 2.1.9 | The effects of full inclusion on regular education teachers | | | | | Met |

| TASK THREE: Technical Assistance | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| A. Activity 1: | | Plan Year 1 T.A./planning grant states | | | | | |
| | Objective 3.1 | Develop Year 1 plan | Met | | | | |
| B. Activity 2: | | Conduct needs assessment | | | | | |
| | Objective 3.2 | Collect data Task 1 (non-California; same as Objective 1.5) | Met | | | | |
| C. Activity 3: | | Conduct yearly T.A. needs assessment | Met | Met | Met | Met | Met |
| D. Activity 4: | | Develop yearly T.A. plans for placement | | | | | |
| | Objective 3.5 | Development of T.A. plan for placements planning grant states | Met | | | | |
| | Objective 3.6 | All additional states | | | | | |
| E. Activity 5: | | Develop yearly T.A. plans for best practices | | | | | |
| | Objective 3.7 | Develop plans | | Met | Met | Met | Met |
| F. Activity 6: | | Conduct T.A. for placements | | | | | |
| | Objective 3.8 | Conduct T.A. for planning grant states | Met | | | | |
| | Objective 3.9 | Conduct T.A. for additional states | Met | | | | |
| G. Activity 7: | | Conduct initial T.A. yearly for best practices | | Met | Met | Met | Met |
| | Objective 3.10 | Conduct T.A. for planning grant states | | Met | Met | Met | Met |
| | Objective 3.11 | Conduct T.A. for all additional states | | | | | |
| H. Activity 8: | | Revise best practices T.A. plans yearly | | | | | |
| | Objective 3.12 | Revise T.A. | | | Met | Met | |
| I. Activity 9: | | Conduct continuing best practice T.A. yearly | | | | Met | |
| | Objective 3.13 | Revise T.A. | | | | | Met |

| TASK FOUR: Logistical Tasks | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| A. Activity 1: | | Identify dates for D.C. meetings | Met | Met | Met | Met | Met |
| Objective | 4.1 | Plan meetings | | | | | |
| B. Activity 2: | | Identify dates for site visits | Met | Met | N/A | N/A | N/A |
| C. Activity 3: | | Evaluate project | | | | | |
| Objective | 4.3 | Conduct evaluation of yearly T.A. activity | Met | Met | Met | Met | Met |
| Objective | 4.4 | Conduct evaluation of yearly research effort | Met | Met | Met | Met | Met |
| Objective | 4.5 | Project reports quarterly to OSEP | Met | Met | Met | Met | Met |

# Section One
# RESEARCH ACTIVITIES

Accomplishment of the research activities identified for the five Project years is described below.

## TASK 1: Descriptive Research

Task 1 activities included three studies that utilized survey methodology and large sample research to investigate questions related to the integration of students with severe disabilities into regular public schools and classrooms. The three studies have been referred to in previous continuation and quarterly reports as Level I, Level II, and Level III studies.

### *Level I Study: LRE and the Placement of Students with Severe Disabilities*

The research report for the Level I study was published in the Journal of The Association for Persons with Severe Handicaps, 17(3), 145-153 (1992). A copy of the published article is presented in Appendix A.


**Abstract**

This study addresses the issue of state variability in the placement of students with disabilities in integrated or segregated settings (students with disabilities only). The study examines actual placement patterns of students with severe disabilities ("severely handicapped") in a small, select sample of states in order to more closely identify and analyze factors that might influence national monitoring and reporting of LRE issues. Three states representing different geographical areas and including rural, suburban, and urban population bases, participated in a direct survey. The survey asked respondents to identify the number of students with severe disabilities (as defined by the U.S. Department of Education) in the state and the educational placement of these students. A survey validity check was also carried out on a sample of 139 students across the three states. Students were observed and rated using a reliable scale that reports degree of disability (moderate to profound) across nine characteristics; in addition, the placement of these students was recorded. The results of the study suggest that the means by which states collect child count data to report to the

federal government under Section 618 of the Education of the Handicapped Act are inadequate to meet present informational needs. The collection of data by disability category, for example, rather than by estimates of the extent of disability, may make it difficult to evaluate the effects of present educational reform efforts.

### *Level II: Factors Associated with the Integrated Educational Placement of Students with Severe Disabilities*

The research report for the Level II study was accepted for publication and will appear in the Winter edition of the Journal of The Association for Persons with Severe Handicaps. A copy of the manuscript is presented in Appendix A.


#### Abstract

A study, using survey methodology, was conducted to identify factors associated with the integrated educational placement of students with severe disabilities. Questionnaires were completed by the families and teachers of 1009 students from five participating states. The questionnaires were designed to measure 19 variables which integration literature suggests are predictive of integrated placement. Logistic regression procedures were utilized to determine the probability of integrated placement as a function of the identified variables which included characteristics of the student, family, school program, and community. Due to the great number of hypothesized predictor variables, those factors were excluded that preliminary analyses showed had no discernible relationship with placement. A stepwise procedure was employed to estimate three theoretical models of variables associated with integrated placement, representing integration advocacy, socioeconomic status, and program/facilities characteristics. Additionally, a combined model was estimated using the strongest predictors from the three theoretical models. Factors identified within each of the models are discussed in terms of their implications for increasing the integrated placement of students with severe disabilities.


### *Level III: Education Practices in Integrated Settings Associated with Positive Student Outcomes*

The research report for Level III was submitted for publication to the Journal of The Association for Persons with Severe Handicaps. The manuscript is currently under revision based upon the feedback from JASH reviewers. It will be resubmitted for publication to JASH.

**Abstract**

A study, using survey methodology, was conducted to investigate the relationship between educational practices in integrated settings and positive student outcomes. Three hundred and twelve teachers and families of students with severe disabilities from five states completed questionnaires designed to measure the extent of implementation of twelve educational "best practices" and the level of demonstration of seven student outcome variables. Additionally, three demographic variables--the type of community, family SES, and the age of the student--were included as factors which may be strongly associated with student performance. The results of a series of multiple regression analyses indicated that a single program variable, the degree to which students were integrated into school and family activities, was significantly associated with each one of the high priority student outcome variables including social and communication skills development, positive affective demeanor, the percent IEP objectives achieved, level of independence, positive nondisabled peer attitude, and positive parental expectations for their child's future.

## TASK 2: Developmental Research

Nine studies were designed and implemented which investigated the relationship between state-of-the-art educational practices and positive student outcomes. The status of the research reports and the abstracts for each of the studies is provided below.

### *Validation Study: State-of-the-Art Educational Practices Associated with Positive Student Outcomes*

The purpose of the Validation Study was to provide direct validation of the outcomes of the Level III survey study which analyzed the relationship between educational practices and student outcome variables. Measures of the independent variables (i.e., state-of-the-art educational practices) and the dependent measures (i.e., positive student outcomes) for the Level III study were obtained using survey methodology. The Validation Study measured the same variables using direct observations of students and programs, structured interviews, and examination of IEPs and program schedules.

However, the results of the Level III study did not present the complex pattern of relationships that was expected; in fact, only one educational practice, the extent to which students were integrated socially during the school day, was significantly associated with each one of the student outcome variables including: development of communication and social skills, attainment of IEP objectives, health and independence, positive peer attitude, positive student affect, and positive parent expectations for their child's future. Therefore, because of the "single factor outcome" of the Level III study, the validation data were irrelevant.

The validation activities did, however, provide an opportunity for CRI research staff to further develop observational instruments to measure educational practices and student outcome variables. These instruments were included in the Year 05 study, "Evaluating the effects of the placement of students with severe disabilities in general education versus special education classes."

***An Analysis of Student Outcomes Associated with Educational Programs Representing Full Inclusion and Special Class Models of Integration***

This descriptive study was an initial effort to provide a preliminary picture of the structure, educational practices, and student outcomes associated with a small group of programs in California which represented both the full inclusion and the special class model of integration. The purpose of the study was to combine descriptive information on each program within each integration model with quantitative measures of positive student outcomes associated with each model. Outcome measures for this preliminary study were restricted to the students' individualized education programs (IEPs), the extent of integrated activities for each child across the school day, and the extent and type of interactions occurring between the students with disabilities and their nondisabled schoolmates.

This investigation served as the pilot study for the comprehensive program evaluation study completed during Year 5 which analyzed the effects of the placement

of students with severe disabilities in general education versus special education classes. In addition, the research report was included in a report submitted by the California systems change project , PEERS, to the California State Department of Education, Special Education Division.

A copy of the research report is presented in Appendix A.

**Abstract**

This descriptive study is an initial effort to provide a comprehensive picture of the structure, educational practices, and associated positive student outcomes of integrated programs for students with severe disabilities across a variety of California communities. Three of the seven participating programs represented the full inclusion model of integration implemented at the elementary school level. Four of the programs represented special class models of integration; two were located at elementary schools and two at high schools. The study presents descriptive information on each of the models of integration with quantitative measures of positive student outcomes associated with each model. Outcome measures in this preliminary study were restricted to the quality of the students' individualized education programs (IEPs), the extent of integrated activities for each child across the school day, and the extent and type of interactions occurring between the students with disabilities and their nondisabled schoolmates.

***The Effects of Social Interaction Training Intervention on the Social Behaviors of Nondisabled Secondary-Aged Students Towards their Schoolmates with Severe Disabilities***

The research report has been accepted for publication in The Journal of Exceptional Children. A copy of the manuscript is presented in Appendix A.

**Abstract**

The effects of a social interaction training intervention on the social interactions directed by nondisabled secondary-aged students toward peers with severe disabilities were evaluated in this study. Eight high school students who were peer tutors in a classroom for students with severe disabilities were matched in pairs and then randomly assigned to interact with and serve as a partner for a classmate with severe disabilities. One participant in the pair received the social interaction training intervention, and one participant did not receive the training. A repeated measures, multiple baseline design as well as a nonparametric randomization statistical test were employed to analyze the impact of the intervention on the frequency and nature of the

nondisabled participants' social behaviors. The statistical analysis indicated that the social interaction training increased the frequency of initiations directed from the nondisabled students toward their partner with severe disabilities. Additionally, there was an increase in the proportion of interactions that were social in nature, with a resulting decrease in the frequency of task related interactions. There was also a significant increase in targeted social behaviors of the participants with severe disabilities associated with the increase in social interactions with their nondisabled partners. Limitations of the study were addressed as well as the direction of future research with respect to enhancing social relationships between secondary-aged students with disabilities and their nondisabled peers.

***A Preliminary Investigation of IEP Quality and Content Associated with Placement in General Education Versus Special Education classes***

The research report has been accepted for publication in Journal of The Association for Persons with Severe Handicaps and will appear in the Winter Issue.

A copy of the manuscript is presented in Appendix A.

**Abstract**

An analysis was conducted of the quality and curriculum content of the individualized education programs (IEPs) written by 11 teachers for two of their students with severe disabilities who attended a special class program. Differences were then analyzed between this first set of IEPs and subsequent IEPs written by the same teachers for the same 22 students following a change of placement from special classes to full-time membership in general education classrooms. IEP quality was evaluated on the basis of the degree to which educational objectives included seven components identified as indicators of best practices. Curriculum content areas included communication, social, motor, vocational, domestic, community, recreation/leisure, and academic. No difference was found in the curriculum content of the IEPs written for the students when they attended a special versus general education class; however, there was a difference found in the quality of the IEP objectives, with higher scores for IEPs written for the students when they were full-time members of general education classes.

***The Regular Class as a Communication Support Group***

The research report was submitted for publication to The Journal of Special Education. The authors have received reviewer feedback and have made the revisions specified. The manuscript was resubmitted for publication to JSE.

A copy of the revised manuscript is presented in Appendix A.

## Abstract

Three elementary students who experienced moderate or severe intellectual disabilities and displayed a variety of aberrant behaviors were taught to initiate and maintain a conversation with nondisabled peers utilizing a communication book adaptation. Additionally, all members of their regular education classes were given the information they needed to converse with their classmate with disabilities using the communication book as the medium for the exchange. Finally, educational staff provided opportunities for members of the class to engage in conversations with the student on a regular basis. The study examined the effect of the development of this communication support group of regular education students on the frequency and quality of their social initiations to their classmate with disabilities. The results indicated that there was an increase in positive social and task-related comments; moreover, increases in initiation of comments were accompanied by decreases in the frequency of the occurrence of the inappropriate behaviors that the students with disabilities had been using in the past to elicit attention from and social interaction with their nondisabled classmates.


***The Effects of Integration on the Challenging Behavior of Students with Severe Disabilities***

The research report has been submitted for publication to the Journal of the Association for Persons with Severe Handicaps. A copy of the manuscript is presented in Appendix A.


## Abstract

The impact of integration as an ecological manipulation on challenging behavior was examined. The intervention, movement from a segregated (special education class) to an integrated (chronological age-appropriate regular education classroom), was implemented with three elementary-age students with severe disabilities following a multiple baseline design. The intervention resulted in substantial reductions in challenging behavior along with simultaneous increases in appropriate task-related and social behavior for all three students. The quantitative reduction in problem behavior was accomplished by a qualitative change in the nature of the behavior. Frequent incidences of aggression, tantrums, non-compliances, off-task and out-of-seat behavior were noted in the segregated environment. When in the integrated environment, students were observed to only occasionally engage in mild aggression (typically toward objects) and off-task behaviors, with no occurrence of tantrums or non-compliance. The results are discussed regarding the nature of special and regular education classrooms and the implications for effectively serving those students with disabilities which include challenging behavior.

*Evaluating the Effects of Placement of Students with Severe Disabilities in General Education Versus Special Education Classes*

The research report for this study is in preparation for submission to the Journal of The Association for Persons with Severe Handicaps. The results of the study have been presented at the national TASH conference (November, 1992), were the focus of the testimony given by Dr. Hunt at the Public Hearing of the Senate Special Committee on Developmental Disabilities and Mental Health (January, 1993) (subject: the integration of special education students into regular classrooms), and will be presented the Cal-TASH Conference in April.

A copy of the testimony Dr. Hunt presented at the Public Hearing which describes the study and its outcomes is presented in Appendix A.

**Abstract**

The movement to include students with severe disabilities as full-time members of general education classrooms has been, for the most part, "values-driven." However, if policy, placement decision, and program design are to be guided, at least in part, by sound empirical evidence, then a fuller understanding of the outcomes of various integrated placement models is urgently needed. The California Research Institute was able to make at least a preliminary response to this need with this study which was designed to investigate the effects of the placement of students with severe disabilities in general education versus special education classes. Sixteen elementary programs in California participated. Eight represented the "full inclusion" model of integration and eight represented the special class model. A number of key program quality and student outcome variables were measured and, except for an analysis of the IEPs of participating students, all measures were based on observations of students in their school programs. The results of the study suggest that there were shifts in the emphasis given to various curricular areas in educational programs for children with severe disabilities who are full-time members of general education classrooms; and there are differences for the students in their level of engagement, inclusion, and social participation in the activities of the school day.

***Acquisition of Communication and Motor Skills within the Context of Cooperative Learning Groups in General Education Classrooms***

The research report is in preparation to be submitted to the Journal of the Association for Persons with Severe Handicaps. The study was presented at national TASH, was included in Dr. Hunt's testimony at the Public Hearing, and will be presented at the Cal-TASH conference in April.

A brief description of the study and the results is presented in Appendix A.

**Abstract**

Three elementary-aged students with severe, multiple disabilities acquired basic communication and motor objectives within cooperative learning activities conducted in their regular education classrooms. With gradually fading assistance from the instructor, the nondisabled members of the cooperative learning groups provided cues, prompts, and reinforcement to promote the learning of the disabled member. The results showed that the three students with disabilities not only independently demonstrated targeted basic skills within cooperative academic activities, but also generalized those skills during follow-up sessions to activities with other members of a newly formed cooperative learning group. In addition, tests of achievement of targeted academic objectives by the nondisabled members of their cooperative learning groups indicated that they performed as well as members of a control group within the classroom that did not include a child with severe disabilities.

***The Effects of Full Inclusion on Regular Education Teachers***

This study was designed and implemented by Beverly Rainforth (State University of New York, Binghamton) as one study in a continuing investigation of integrated educational programs for students with severe disabilities conducted by the Collaborative Education Project at SUNY-Binghamton. CRI provided financial and consultative support.

A copy of the full research report is presented in Appendix A. Dr. Rainforth reports that she foresees that two papers will be developed from the original: the first will be a condensed version of the original, giving an overview of the themes with considerably less interview data; the second paper will look at the contrast in roles and

outcomes between special educators and therapists in full inclusion programs. She anticipates submitting the first paper to Exceptional Children and the second one to Physical and Occupational Therapy in Pediatrics.


## Abstract

Including students with severe disabilities in regular classes is being advocated on the basis of benefits for children with and without disabilities, but there is little information on how it effects their teachers. This study used an ethnographic research methodology to identify effects of inclusion on regular class teachers in one elementary school. Teachers expressed and demonstrated overwhelmingly positive effects, with findings organized into eleven themes about teacher attitudes and practices. These findings are consistent with other emerging research.

# Section Two
# TECHNICAL ASSISTANCE ACTIVITIES

Accomplishments of the technical assistance activities identified for the five project years are described below.

## TASK 3: Technical Assistance

Technical assistance was provided to statewide systems change projects and to a limited number of other relevant projects promoting integration.

### A. Technical Assistance Plans

The T.A. planning process undertaken by CRI to identify and plan years 01-05 progressed through a three stage process. This process was conducted each year as follows:

***T.A. Planning Process***

1. Needs Assessment Process:

During January-February of each year CRI conducted a needs assessment with the five mandated states (CA, CO, IL, KY, VA) in order to plan T.A. for the following year. During years 01 and 02 this needs assessment process was conducted in person, on-site by the CRI T.A. coordinator with the statewide project coordinator and his/her staff. During years 03, 04 and 05 due to budget limitations, this process was conducted via several phone conferences with the statewide project coordinator to facilitate the process. A needs assessment form was mailed to the states prior to any phone conferences as a working document.

2. State T.A. Planning Process:

Following the needs assessment process, the five mandated states were asked to further define their T.A. needs and to then complete the T.A. State Plan Form as part of this process. This activity took place during July and August. CRI then provided each state with a list of all the state T.A. needs identified via the needs assessment process for their review. Several conference calls were then conducted to review and clarify the content of their year T.A. state plan.

3. Negotiation of T.A. Agreement:

When all state plans were received, CRI staff met to review all the plans to determined an overall T.A. plan for the project plan. If all state T.A. plan requests were not feasible because of limited resources, states were notified of these limitations and CRI negotiated regarding the T.A. plan based upon the priorities of the states, common T.A. requests and upon the implications of the CRI research.

This process was carried out each year to develop the T.A. plan for CRI. As a result of a needs assessment conducted each year with California, Colorado, Illinois, Kentucky, and Virginia state systems change projects, T.A. activities for years 01-05 were planned to meet the technical assistance objectives. These were then outlined in the "Synthesis of Technical Assistance State Plans" found in Tables 2 through 6. The major T.A. activities for each of the 5 years are described below in the narrative that follows.

## B. Technical Assistance Activities

In Year 01 the project developed and delivered a two-day Integration Conference entitled STRATEGIES (Systems, Techniques, and Resources Towards Establishing Gateways in Integrating Every Student) to systems change states and states with LRE initiatives.

In Year 02 the project conducted a national technical assistance assessment including thirty-three State Departments of Education, Divisions of Special Education, developed and pilot tested administrative training materials, presented at NASDSE and TASH, provided trainings on collaboration with TASH-TA and RRCs in Washington, Arizona, New Mexico, and Nevada, hosted two systems change meetings, supported and coordinated site visits to integrated programs, and developed a model position statement on integration.

The Year 03 technical assistance activities included two regional LRE workshops, the Pre-TASH *Schools Are For All Kids* conference, two trainings on *Schools Are For All Kids: The Leadership Challenge*, production of two video tapes entitled, "Perspectives on Full Integration of Regular School Principals" and "Full Inclusion: Leadership Strategies," two systems change meetings/symposiums, site visits to integrated programs, and completion of Year 04 T.A. needs assessments with mandated states.

In Year 04 activities included development, distribution, and collection of a series of 3 surveys sent to full inclusion school sites around the country to gather information, materials, and resources on curricular adaptations for students with severe disabilities who are fully included in regular age-appropriate classrooms, development of a national list of full inclusion school sites, development of resource manual on transdisciplinary teaming, hosted a national topical meeting on integrated related transdisciplinary services in Paradise Valley School District in Phoenix, Arizona, presented at the NASDSE conference on *Schools Are For All Kids*, provided *Schools Are For All Kids (SAFAK) I* workshops in San Francisco CA, Roswell NM, Tulsa OK, Oklahoma City OK and New Orleans LA, provided *SAFAK II* workshops in San Francisco CA, Burlingame CA, Lawrence KS, Tulsa OK, Lexington KY, San Diego CA and New Orleans LA, and coordinated a national topical meeting for statewide projects to enable sharing of successful systems change strategies and effective evaluation strategies.

In Year 05 CRI coordinated a national meeting for OSEP to network representatives from all 50 State Departments regarding integrated programs and services for students with severe disabilities, conducted a survey of restructuring schools around the country in an effort to support collaboration between general and special education programs and disseminated a list of these schools, co-hosted a national topical meeting on "collaborative restructuring" in Denver along with Adams County School District #14 and the Colorado State Department of Education, completed a resource manual on "collaborative teaming" (previously referred to the Transdisciplinary Integrated Related Services Manual), developed and field tested a workshop on "collaborative teaming" in conjunction with Jennifer York (University of Minnesota), provided 8 *SAFAK I* workshops in San Francisco CA, Jefferson City MO, Kansas City MO, Phoenix AZ, New Jersey, San Ramon CA, Santa Ana CA and Pasadena CA, and provided 12 *SAFAK II* workshops in Marin County CA, San Diego CA, Louisville KY, Houston TX, New Jersey, Topeka KS, Little Rock AR, North Carolina, Pratt KS, San Francisco CA, Kansas City MO and Phoenix AZ.

The overall T.A. plans for CRI's Years 01-05 were completed as scheduled. The T.A. objectives for each year, description of the activity, activity format, audience, timeline, location, resources, and status are outlined on Tables 2 through 6.

# TABLE 2
# SYNTHESIS OF TECHNICAL ASSISTANCE ACCOMPLISHMENTS
# YEAR 01
# 1987-1988

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 1. Provide information to states regarding the CRI project so that states can request CRI assistance in obtaining information on SH students in their states (via Level 1 and Level 2 data collection) and obtain information on best practice strategies to support the integration of students with severe disabilities in their states. | 1.1 | TASH Conference presentation | Conference presentation | Spec. ed. professionals, parents | Dec. '87 | Chicago, IL | CRI | Completed |
| | 1.2 | NASDSE Conference presentation | Conference presentation | State Special Ed. Directors | Nov. '87 | Phoenix, AZ | CRI | Completed |
| | 1.3 | Dissemination of CRI products, abstracts and references on integration strategies, etc. | Mail/FAX | Statewide projects, State Depts. of Ed., LEAs, parents, other T.A. agencies | '87-'88 ongoing | N/A | CRI | Completed |
| | 1.4 | CA-CASE Conference presentation | Conference presentation | Administrators | May '88 | Sacramento, CA | CRI | Completed |
| | 1.5 | Cal-TASH | Conference presentation | Spec. ed. professionals, parents | Mar. '88 | Oakland, CA | CRI | Completed |
| | 1.6 | National RRC meeting | Presentation | RRC staff | Apr. '88 | Washington, D.C. | CRI | Completed |
| OBJECTIVE 2. Provide an opportunity to states to obtain intensive training in integration strategies/best practices | 2.1 | STRATEGIES Conference | Conference | Statewide project staff & 10 other states | Sept. 26 & 27, 1988 | San Francisco, CA | CRI & consultants | Completed |
| | 2.2 | Fund state systems change project participants to attend STRATEGIES Conference | Conference | CO, VA, KY, CA | Sept. 26 & 27, 1988 | San Francisco, CA | CRI & consultants | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 3. Provide an opportunity for states to see model integration programs by facilitating site visits. | 3.1 | PA site visit in California Bay Area | Site visits | PA | May 5 & 6, 1988 | San Francisco Area | CRI | Completed |
| | 3.2 | IL site visit in California Bay Area | Site visits | IL | May '88 | SFUSD | CRI | Completed |
| OBJECTIVE 4. Provide support/assistance to states in effectively moving students with severe disabilities from segregated settings to integrated settings. | 4.1 | PA three-day workshop for four school district teams on integration strategies to enable them to return students to district regular education schools | Workshop presentations | PA State Dept. Ed. Personnel & 4 LEAs | Aug. 22 - 25, 1988 | PA State College | CRI | Completed |
| | 4.2 | PA IEP & attitudes studies will be coordinated with data analysis & reports | Study/ Analysis of IEP attitude data | PA State Dept. Ed. Personnel & 4 LEAs | Sept. '88 | | CRI | Completed |
| | 4.3 | Assistance to IL State Dept. in working with E.A.I.S.E (Eastern IL Area of Spec. Ed.) in integrating 57 students in '88-'89 from a center program back to local school districts. | On-site consultation | State Dept. of Ed. staff, State Special Ed. Directors, State Architects, EAISE executive director & principal | Aug. 22, 1988 | Matton, IL | CRI | Completed |
| OBJECTIVE 5. Provide support/assistance to states in implementing best practices in curriculum and instructional strategies for students with severe disabilities. | 5.1 | KY Summer Institute | Conference presentations | KY statewide project; implementation sites, parents, administrators | June '88 | Lexington, KY | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 6. Provide states with information and consultation on collecting research data on child count to determine how many students with severe disabilities they serve and whether the placements are segregated or integrated. | 6.1 | Planning and informational meeting with 10 states participating in Denver, CO | Meeting/ presentations | TASH TA Project Coords., 5 RRC Representatives & 10 states | Mar. 2 & 3, 1988 | Denver, CO | CRI & statewide project staff | Completed |
| | 6.2 | Consultation with State Departments | Via: phone, mail, FAX | TN, UT, ME, PA, VA, CA | Ongoing '87-'88 | | CRI | Completed |
| OBJECTIVE 7. To facilitate information sharing on best practices on integration strategies between states. | 7.1 | Workshop and site visits including 10 states | Meeting/ presentations | TASH TA Project Coords., 5 RRC Representatives & 10 states | Mar. 2 & 3, 1988 | Denver, CO | CRI | Completed |
| | 7.2 | STRATEGIES poster session | Strategies conference poster session | Statewide projects & 10 states | Sept. 27, 1988 | San Francisco, CA | Statewide projects & other states | Completed |
| | 7.3 | Extended Strategies Workshop | Meeting | Statewide projects | Sept. 29, 1988 | San Francisco | CRI | Completed |
| OBJECTIVE 8. To network with other technical assistance projects to ensure collaboration on activities as appropriate and prevent duplication of services. | 8.1 | Meetings and ongoing phone contacts with TASH T.A. staff | Meetings/ phone contacts | TASH T.A. staff | Ongoing | N/A | CRI | Completed |
| | 8.2 | Meetings and ongoing phone contacts with RRC LRE staff | Meetings/ phone contacts | RRC LRE staff | Ongoing | N/A | CRI | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 9. Provide state departments of education with assistance in responding to RFPs concerning systems change and developing integrated models. | 9.1 Tennessee | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |
| | 9.2 Utah | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |
| | 9.3 Washington | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |
| | 9.4 Pennsylvania | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |
| | 9.5 South Dakota | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |
| | 9.6 Maine | Phone/mail consultation | State Dept. of Education staff | '87 - '88 ongoing | N/A | CRI | Completed |

# TABLE 3
# SYNTHESIS OF TECHNICAL ASSISTANCE ACCOMPLISHMENTS
# YEAR 02
# 1988-1989

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 1. Provide information to states regarding the CRI project so that states can request CRI assistance in obtaining information on SH students in their states (via Level 1 and Level 2 data collection) and obtain information on best practice strategies to support the integration of students with severe disabilities in their states. | 1.1 | Dissemination of CRI products, abstracts and references on integration | Mail/phone | Statewide projects, State Depts. of Ed., LEAs, parents, other T.A. agencies | '88-'89 ongoing | N/A | CRI | Completed |
| | 1.2 | TASH Conference presentation | Presentation | Special ed. professionals, parents, consumers | Dec. 6 - 8, 1988 | Washing-ton, D.C. | CRI | Completed |
| | 1.3 | CEC Conference presentation | Presentation | Special ed. professionals, parents, consumers | Apr. '89 | San Francisco, CA | CRI | Completed |
| | 1.4 | NASDSE Conference presentation | Presentation | State Special Ed. Directors | Nov. '88 | Minnea-polis, MN | CRI | Completed |
| | 1.5 | Overview to Hawaii statewide project on CRI TA & strategies for integration | Meeting | Statewide systems change project staff | Sept. 20, 1989 | Honolulu, HI | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 2. Provide an opportunity to states to obtain intensive training in integration strategies/best practices. | 2.1 | TASH Conference; CO State Special Ed. Director and CRI Proj. Director presentation on state systems change strategies | Conference presentation | Special ed. professionals, parents, consumers | Dec. '88 | Washing-ton, D.C. | CRI & CO State Special Ed. Director | Completed |
| | 2.2 | Provide onsite and group instruction regarding curriculum development for early childhood education | Presentation | University of Florida special ed. faculty | Nov. 7, 1988 | Boca Raton, FL | CRI | Completed |
| | 2.3 | Provide presentation at an Evaluation Assoc. Conference on development and use of Quality Indicators for program evaluation and development | Conference presentation | Special ed. professionals | Nov. 8, 1988 | Boca Raton, FL | CRI | Completed |
| | 2.4 | Provide presentation to SFSU doctoral students on review of integration literature | Conference presentation | Special ed. doctoral students | Nov. 11, 1988 | San Francisco, CA | CRI | Completed |
| | 2.5 | Topical regional LRE workshop in collaboration with the Mid-South Regional Resource Center | Workshop | 9 State Depts. staff: DE, MD, D.C., VA, WV, KY, TN, NC, SC | Sept. 10 - 11, 1989 | Washing-ton, D.C. | CRI & consultants | Completed |
| | 2.6 | Topical regional LRE workshop in collaboration with the North-east Regional Resource Center | Workshop | 4 states partici-pated: ME, NH, MA, CT | Sept. 14 -15, 1989 | Portsmith, NH | CRI & consultants | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 2. (Continued) | 2.7 CRI collaborated with the Pacific Deaf-Blind Project to co-sponsor an LRE Administrators Institute in Guam | Institute | Special Ed. Directors, principals, program specialists from Guam, Palau, Marshalls, FSM & CNMI in the Pacific Basin | Sept. 25 -27, 1989 | Guam | CRI | Completed |
| OBJECTIVE 3. Provide an opportunity for states to see model integration programs by facilitating site visits. | 3.1 RI site visit in California Bay Area* | Site visits | Educators, politicians, parents | Nov. 22, 1988 | San Francisco, CA | CRI | Completed |
| | 3.2 NY parent visit in California Bay Area* | Site visits | Parent | Fall, '88 | San Francisco, CA | CRI | Completed |
| | 3.3 Strategies Conference in California Bay Area | Site visits | Conference participants | Sept. 26-27, 1988 | San Francisco, CA | CRI | Completed |
| | 3.4 TX Region IV Conference in California Bay Area* | Site visits | Conference participants | Feb. 20, 1989 | San Francisco, CA | CRI | Completed |
| | 3.5 Fund VA site visits to PA, WI, GA, IA, VT<br>* Visits not funded by CRI | Site visits | VA statewide project staff | Ongoing '88-'89 | PA, WI, GA, IA, VT | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| **OBJECTIVE 4. Provide assistance to states in developing strategies and materials to support and inform regular education principals and administrators on effective integration strategies for their schools: Schools Are For All Kids: The Leadership Challenge.** | 4.1 | Conducted a national search to determine what strategies and materials have already been developed | Phone/mail | Statewide projects | Fall '88 - Winter '89 | | CRI | Completed |
| | 4.2 | Convened a CA task force to plan the development of strategies and materials | Meetings | Statewide projects | Spring - Summer, '89 | San Francisco, CA | CRI | Completed |
| | 4.3 | Meet with the Assoc. of CA School Adminstrators secondary & elem. principals' committees to obtain impact on their needs to implement effective integration programs | Meetings | Statewide projects | Spring, '89 | Burlingame, CA | CRI | Completed |
| | 4.4 | Identify and interview 15 "star integration" principals from across the nation to obtain their input on the development of strategies & materials to support & inform principals on effective integration strategies. | Phone calls & site visits | Statewide projects | Apr. '89 | Syracuse, NY; Cedar Falls, IA; Council Bluffs, IA; Commence City, CO; Colorado Springs, CO; California | CRI | Completed |
| | 4.5 | Contract with professional development consultant(s) to develop materials. | Meetings & phone calls | Statewide projects | June '89 | | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 4. (Continued) | 4.6 | Development of a 21-minute videotape featuring 5 schools principals, elem. & secondary, describing their full inclusion programs & benefits. Title: SAFAK: Perspectives from Regular School Principals. | Videotape | Professional educators, principals, parents, teachers | Completed Aug. '89 | | CRI & consultants | Completed |
| OBJECTIVE 5. Support and assist states in providing training on effective integration strategies instate to selected key audiences. | 5.1 | VA Summer Institute; implementation site teams | Workshop(s) | VA educators & parents | June '89 | Richmond, VA | Consultants (Ian Pumpian, Jim Jackson) | Completed |
| | 5.2 | CA SELPA Directors and Special Ed. Directors Conference | Presentations | Special Ed. Directors & administrators in CA | June 29, 1989 | Santa Clara, CA | CRI | Completed |
| | 5.3 | MD State LRE Conference | Presentation | Special educators in MD | May '89 | Baltimore, MD | CRI | Completed |
| | 5.4 | KY Administrators Workshop; implementation sites | Workshop | KY administrators | Mar. 28, 1989 | Lexington, KY | CRI & consultants (Steve Maurer, Jim Jackson, etc.) | Completed |
| | 5.6 | PA State Excellence in Education Conference | Presentation | PA educators & parents | May '89 | Harrisburg, PA | CRI | Completed |
| | 5.7 | NM Transition Conference | Presentation | NM educators & parents | Feb. 16 - 17, 1989 | Santa Fe, NM | | Completed |
| | 5.8 | CO statewide project staff provided on-site consultation on full inclusion strategies | Meeting | CO statewide project staff | July 18 -19, 1989 | Denver, CO | CRI & Laurie LaPlant (VT) | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 5. (Continued) | 5.8 | In CA provided overview on integration strategies efforts nationally | Meeting | Los Angeles USD, Deputy Sup't (Bill Anton) | July 26, 1989 | Los Angeles, CA | CRI | Completed |
| OBJECTIVE 6. Provide states with information and consultation on collecting research data on child count to determine how many students with severe disabilities they serve and whether the placements are segregated or integrated. | 6.1 | Utah | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.2 | Colorado | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.3 | California | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.4 | Kentucky | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.5 | Illinois | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.6 | Maine | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |
| | 6.7 | Virginia | Phone/mail & meetings | State Depts. of Ed. & statewide projects | '88-'89 ongoing | | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 7. To facilitate information sharing on best practices on integration strategies between states. | 7.1 | Meeting with systems change states | Statewide systems change symposium | CO, CA, VA, KY, IL | Dec. 6, 1988 | San Francisco, CA | CRI & statewide project coordinators | Completed |
| | 7.2 | Dissemination of state project materials: Solano Integration Proj. (CA), CO SSC Proj. materials, REACH proj. manuals, etc. to state systems change projects | Distribute materials | CO, CA, VA, KY, IL | Spring, 1988 | N/A | CRI | Completed |
| | 7.3 | NASDSE Conference poster sessions (14 projects participated) LRE/ integration projects | Poster session | Statewide projects & other LRE projects | Nov. 7 - 8, 1988 | Minneapolis, MN | CRI | Completed |
| OBJECTIVE 8. To network with other technical assistance projects to ensure collaboration on activities as appropriate and prevent duplication of services. | 8.1 | Meeting with TASH TA staff | Meeting | TASH TA Project | Dec. 6, 1988 | Washington, D.C. | CRI | Completed |
| | 8.2 | Meeting with RRC LRE staff | Meeting | RRC - LRE staff | Dec. 6, 1988 | Washington, D.C. | CRI | Completed |
| OBJECTIVE 9. Support/ assist states in developing evaluation procedures to determine the effectiveness of state TA to local sites/ programs. | 9.1 | Consult with CO on evaluation strategies | Meetings, phone/mail & site visit | CO statewide project | '88-'89 ongoing | N/A | CRI & consultant (Jerry Ford) | Completed |
| | 9.2 | Provide IEP analysis/ evaluation on CO IEPs from selected implementation sites | Phone/mail | CO statewide project | '88-'89 ongoing | N/A | CRI | Completed |
| | 9.3 | Consult with states on proj. evaluation tasks in NM, SD & ME | Phone/mail & meetings | State Depts. of Ed. (NM, SD, ME) | '88-'89 ongoing | N/A | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 9. (Continued) | 9.4 | Completed assistance in evaluation of PA (state funded) systems change projects in attitude change and IEP evaluation for 5 districts (effort initiated year 01; see 4.2) | Site visit, phone/mail | PA State Dept. of Ed. | '88-'89 ongoing | N/A | CRI | Completed |
| OBJECTIVE 10. Assist/ support states to plan LRE policies and strategies for statewide systems change. | 10.1 | Assist in the development of a paper on the Regular Education Initiative for IL | On-site consultation/ development of final paper completed | IL State Special Ed. Director | Sept. 17 - 18, 1988/ Completed Nov. '88 | Chicago, IL/San Francisco, CA | CRI & consultants | Completed |
| | 10.2 | Assist the state director in IL in planning LRE strategies for statewide implementation | Meeting | IL State Dept. & statewide project | Mar. 30, 1989 | Chicago, IL | CRI & consultants | Completed |
| | 10.3 | Funded CA State Special Ed. Director's participation in national meeting to plan national strategies to ensure all special ed. students an education in the LRE. National position paper to be published | Meeting | CA State Special Ed. Director | Oct. 26, 1988 | Philadelphia, PA | CRI | Completed |
| | 10.4 | Assist state departments and IHE in the development of proposals that promote systems change and integration practices | Phone/mail | PA, SD, NM, FL & ME | '88-'89 ongoing | N/A | CRI | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| **OBJECTIVE 11. Conduct a national needs assessment with states to determine priority TA needs to support the integration/ mainstreaming of students with severe disabilities.** | 11.1 Initiate a needs assessment process at the NASDSE Conference (23 states) | Survey/ meeting | State Special Ed. Directors & staff | Nov. '88 | Minnea-polis, MN | CRI | Completed |
| | 11.2 Expand the needs assessment process to all states | Send survey | State Special Ed. Directors & staff | '88-'89 ongoing | N/A | CRI | Completed |
| | 11.3 Compile and analyze states' priority needs (33 states) | Analysis | State Special Ed. Directors & staff | Spring, '89 | N/A | CRI | Completed |
| | 11.4 Contact states to determine best TA format to meet their needs and best dates, i.e., individual state consultation, regional topical workshops, etc. | Phone | State Special Ed. Directors & staff | Spring '89 | N/A | CRI | Completed |

# TABLE 4
## SYNTHESIS OF TECHNICAL ASSISTANCE ACCOMPLISHMENTS
## YEAR 03
## 1989-1990

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 1. Provide an opportunity for states, etc. to see model integration programs/sites visits. | 1.1 Provide an opportunity for Sharon Freagon to bring the Chicago Special Ed. Director and others to visit integrated education programs in the San Francisco Unified School District and to meet with Wayne Sailor (CRI) & Susan Kwock (SFUSD Special Ed. Director). CRI will drive visitors to school sites and assist in the orientation process at each site. CRI will arrange and participate in the debriefing meeting following the site visits<br><br>NOTE: IL will fund all expenses for the site visit | Site visit | IL statewide project coordinators & guests | Dec. 4, 1989 | San Francisco, USD; Washington HS, Star King Elem., Wallenberg HS Transition Program | CRI | Completed |
| | 1.2 In collaboration with TASH TA & the Pacific Basin D-B Project, assist in coordinating site visits | Site visits | Teachers from Marshalls, Palau, CNMI, Guam | Nov. 29 -30, 1990 | Vacaville, HS & Davis, CA (West Davis Elem. & preschool) | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| **OBJECTIVE 2. Provide networking opportunity for state systems change staff with other projects.** | 2.1 | Statewide projects meeting: Overview of statewide project activities | Meeting | Statewide projects staff including: MI, WA, CA, VA, HI, KY, UT, VT, IL, CO, SD | Nov. 9, 1989 | Baltimore, MD | CRI | Completed |
| | 2.2 | Statewide projects symposium: informal networking, poster displays, product displays & presentations | Symposium | Statewide projects & other states including: DE, CA VA, OR, AR, WA, NY, VT, SD, IA, KY, TX, ME, PA, AZ, SC, UT | Dec. 5, 1989 | San Francisco, CA | CRI & Ann Halvorsen & Barbara Wilcox | Completed |
| **OBJECTIVE 3. Develop & implement strategies & activities to support principals to integrate students with severe disabilities in regular schools and classrooms.** | 3.1 | CRI will sponsor a pre-TASH Institute: Schools Are For All Kids–Perspectives from Regular Educators | Conference | 170 persons from state teams participated including: AZ, CA, CO, VA, Guam, KS, KY, LA, IL, ME, SD, MD, NM, OR, MN, PA, NH, NY, SC, Marshall Isl., Palau, CNMI, & Ontario, CANADA | Dec. 6, 1989 | | | Completed |
| | 3.2 | CRI presentation regarding SAFAK: The Leadership Challenge | Meeting | Assoc. of CA School Administrators (ACSA) special ed. committee members | Oct. 13, 1989 | Burlingame, CA | CA | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 4. Provide TA on evaluation procedures; IEP & CRI Level III. | 4.1 | CRI will meet with CO Project staff to confer on evaluation/IEP | Meeting | CO statewide project staff | '89-'90 ongoing | | CRI | Completed |
| OBJECTIVE 5. Administrator/principal training on integrated education: Coordinate the development of a training program for regular education administrators/principals to involve them in serving all kids with disabilities in regular schools. | 5.1 | CRI TA will coordinate task force activities | | | Oct. '89 | | CRI | Completed |
| | 5.2 | CRI TA will contract and coordinate development activities with consultants | | | Field Test, Oct. '89 | | CRI & consultants (Jodi Servatius & Meredith Fellows) | Completed |
| | 5.3 | CRI TA will coordinate training dates, arrangements, announcements, registrations, etc. | | | National Training, Jan. 25 & 26, 1990 | | CRI & consultants | Completed |
| | 5.4 | CRI TA will coordinate revisions of drafts of materials and dissemination of materials | | | Ongoing | | CRI | Completed |
| | 5.5 | Disseminate this information on strategies and materials to states | | | Ongoing | | CRI | Completed |
| | 5.6 | CRI TA will coordinate meetings and follow-up activities and information dissemination | | | Ongoing | | CRI | Completed |
| | 5.7 | Pre-TASH SAFAK overview presentation | Presentation workshop | 150 educators, teachers & parents in CA | Mar. 29, 1990 | San Diego, CA | CRI & consultants | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 5. (Continued) | 5.8 SAFAK National training for states | Workshop | General & special ed. administrative teams: CA, WA CO, SD, VA | Jan. 25 - 26, 1990 | Burlingame, CA | CRI & consultants | Completed |
| | 5.9 SAFAK overview presentation at ACSA Annual Conference | Conference presentation | ACSA | Apr. 6, 1990 | Santa Clara, CA | CRI & consultants | Completed |
| | 5.10 SAFAK – Development of training for trainers | Workshop development | State trainers | Apr. - June, 1990 | CA | CRI & consultants | Completed |
| | 5.11 SAFAK training | Workshop | Statewide projects & State Dept. reps. | June 18 -19, 1990 | San Francisco, CA | CRI & consultants | Completed |
| | 5.12 SAFAK – Training of trainers | Workshop | Statewide projects & State Dept. reps. | June 20 - 21, 1990 | San Francisco, CA | CRI & consultants | Completed |
| | 5.13 SAFAK Level II: School Site Implementation development to provide specific school site implementation strategies to support full inclusion | Development | School site teams | June - Sept., 1990 | San Francisco, CA | CRI & consultants | Completed |
| | 5.14 Provide SAFAK Level I training in Region IV Ed. Service Center | Workshop | 56 school districts; 250 administrators | July 30 - 31, 1990 | Houston, TX | CRI & consultants | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 5. (Continued) | 5.15 Provide overview of SAFAK Level I in NM | Workshop | Santa Fe Public School administrators & principals | Aug. 6, 1990 | Santa Fe, NM | CRI & consultants | Completed |
| | 5.16 Provide SAFAK Level I training in NH | Workshop | Statewide project staff & targeted school districts/LEAs | Aug. 16 - 17, 1990 | NH | CRI & consultants | Completed |
| | 5.17 Provide SAFAK Level I training for ME | Workshop | 10 targeted school districts/ LEAs & main SDE LRE personnel (40-50) | Aug. 20 - 21, 1990 | ME | CRI & consultants | Completed |
| | 5.18 Provide SAFAK Level I training for Tulare Co., CA | Workshop | 45-50 LEA administrators | Sept. 20 -21, 1990 | Tulare County, CA | CRI & consultants | Completed |
| | 5.19 Provide SAFAK Level I training for Santa Barbara Co., CA | Workshop | 45-50 administrators | Sept. 20 -21, 1990 | Santa Barbara Co., CA | CRI & consultants | Completed |
| OBJECTIVE 6. Full inclusion T.A. for LEAs/SELPAs. | 6.1 Provide T.A. to LEAs/ SELPAs on development of full inclusion models for students with severe disabilities. Targeted districts/SELPAs are San Diego USD and Richmond USD | Meeting & workshops | San Diego USD, Richmond USD, CA PEERS Project | '89-'90 ongoing | San Diego & Richmond, CA | CRI & Ian Pumpian, Debbie Tweit | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 6. (Continued) | 6.2 | Presentation for Placer/Nevada County Inservice Day on integration strategies | Workshop | Teachers & administrators | Mar. 12, 1990 | Nevada City, CA | CRI | Completed |
| | 6.3 | On-site consultation regarding Nevada Union HS program | On-site consultation | Teachers & administrators | Mar. 13, 1990 | Nevada City, CA | CRI | Completed |
| | 6.4 | Meeting for planning TA for Riverside Co./ SELPA for full inclusion in regular schools & classrooms | Meeting | Riverside Co. Special Ed. Director | Mar. 29, 1990 | Sacra-mento, CA | CRI | Completed |
| | 6.5 | Roundtable discussion/ presentation on full inclusion | Meeting | LEA Special Ed. Director | Feb. 23, 1990 | San Francisco, CA | CRI & Larry Rowe | Completed |
| | 6.6 | Presentation at Sonoma Region V Conference in collaboration with the CA PEERS Project | Workshop presentation | Teachers, Special Ed. Directors, parents | Jan 19, 1990 | Sonoma, CA | CRI & PEERS Project | Completed |
| | 6.7 | Presentation/booth at SFUSD Parent Fair on Special Ed. Services | Booth/ poster session | Parents | May 12, 1990 | San Francisco, CA | CRI | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| **OBJECTIVE 7. To provide an opportunity for statewide project staff to access information via the participation in the National TASH Conference and the National Statewide SSC Symposium.** | 7.1 VA project staff trip to TASH will be paid by TASH (less honorarium & free registration). Dotty Kelly will assist arrangements for airline tickets for Rachel & Maria (to be reimbursed by CRI). Hotel arrangements will be made by project staff (reimbursed by CRI). Conference registration will be made by project staff (reimbursed by CRI; CRI will also reimburse meals airport parking and ground transportation) | Conference | VA statewide project staff | Dec. 5-9, 1989 | San Francisco, CA | CRI | Completed |
| **OBJECTIVE 8. To provide awareness and training to general and special educators and parents regarding integration.** | 8.1 VA Summer Institute & VA State LRE Conference | Conference | VA educators & parents | June, '90 | Richmond, VA | CRI & consultants | Completed |
| | 8.2 Assist Ukiah School District & Redwood Center in the development of a plan for District implementation of full inclusion for students with severe disabilities | Meeting | Ukiah SD Integration Task Force (Sup't, principals, teachers, parents, etc) | July 18 & 23, 1990 | Ukiah, CA | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 8. (Continued) | 8.3 | Assist in the planning of Region IV Ed. Service Center LRE Conference | Meeting | 56 school districts; teachers, parents, administrators, etc. | Aug. 1, 1990 | Houston, TX | CRI & consultants | Completed |
| | 8.4 | Provide presentation to Roswell School District, NM on full inclusion strategies | Presentation | Roswell District administrators & parents | Aug. 8, 1990 | Roswell, NM | CRI | Completed |
| | 8.5 | Provide presentation for NM Summer Institute on Full Inclusion Strategies | Presentation | Summer Institute participants | Aug. 10, 1990 | Santa Fe, NM | CRI | Completed |
| OBJECTIVE 9. Based on CRI research findings, provide information to states and other TA agencies to support state systems change strategies, activities and leadership roles. | 9.1 | Presentation to OSEP Project Directors | Presentation | OSEP Project Directors | Nov. 8, 1990 | Baltimore, MD | CRI | Completed |
| | 9.2 | Presentation on CRI paper "LRE and the Placement of Students with Severe Disabilities" | Presentation | State Depts. of Ed. Directors | Jan. 26, 1990 | 4th Annual OSERS Child-count Conference | CRI - Lori Goetz | Completed |
| | 9.3 | Provide presentation at Small States Conference on Integration of Students with Severe Disabilities | Conference presentation | Conference participants | Sept. 5, 6, & 7, 1990 | Portland, OR | CRI | Completed |
| | 9.4 | Participate in Federal Dissemination Meeting in Washington, D.C. | Meeting | Federal TA projects | Sept. 24 - 25, 1990 | Washington, D.C. | CRI | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 9. (Continued) | 9.5 | Provide TA to Louisiana State Dept. to evaluate and provide recommendations on state LRE grants | | LA State Dept. and project personnel & University of New Orleans LRE projects | Sept. 27, 28 & 29, 1990 | Baton Rouge & New Orleans, LA | CRI | Completed |
| | 9.6 | Provide presentation on systems change strategies to the Southeast Regional D-B Project IV-C Directors Meeting | Presentation | D-B Project Directors | June 22, 1990 | Tampa, FL | CRI | Completed |
| OBJECTIVE 10. To provide information to SEA Special Education Directors on effective state integration strategies. | 10.1 | CRI coordinated a panel presentation of State Special Ed. Directors (CO, IN, IA, VT) who presented regarding successful statewide change strategies used in their states (NASDSE) | Panel presentation | 150 persons from State Depts. of Ed., State Directors | Nov. '89 | Louisville, KY | CRI & State Special Ed. Directors. | Completed |

# TABLE 5
# SYNTHESIS OF TECHNICAL ASSISTANCE ACCOMPLISHMENTS
# YEAR 04
# 1990-1991

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 1. To provide technical assistance to states on full inclusion focusing on both curricular and instructional strategies. | 1.1 Information, materials and resources on curriculum adaptation in the regular classroom across early childhood, elementary and secondary programs | Complete survey of states to identify models | CO, CA & KY: Statewide projects | Mar. - Apr., 1991 | N/A | National network of full inclusion consultants | Completed |
| | 1.2 Information, materials and resources on how to implement a full inclusion program with a balance between regular education and community intensive instruction on a individualized basis | Site visits to document strategies and develop videotape | | By June, '91 | | CRI staff + consultant | Completed |
| | 1.3 Information, materials, and resources on how to provide specialized instruction and data collection in the general education classroom by general education personnel other than a 1-1 aide. | Workshop and consultation | CA & CO key district/ SELPA representatives & other statewide projects | Summer '91 | | CRI staff & expert consultant TBD | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| **OBJECTIVE 2. To provide information, consultation and training on integrated related service models and trans-disciplinary teaming across settings including general education classrooms.** | 2.1 Information on where these models are being implemented systematically | Conference calls, planning meetings | N/A | Oct. - Nov. | Chicago | Consult with national consultant, Jennifer York on model identification. | Completed |
| | 2.2 Information on what the model looks like (criteria) | Site visit to model | | Jan. '91 & Apr. 15 - 16, 1991 | Paradise Valley, AZ | Collaborative effort between CRI and Jennifer York | Completed |
| | 2.3 Information on guide-lines and strategies for model implementation and training/prepar-ation needed for staff | Topical workshop presenta-tion, written product | CA PEERS + other states/ LEAs, all systems change states. | Sept. '91 & May '91 | Paradise Valley, AZ | Paradise Valley staff and Jennifer York | Completed |
| | 2.4 Information on student benefits from use of the transdisciplinary teaming model | Written product | CA PEERS + other states/ LEAs. | May '91 | N/A | Collaborative effort between CRI and Jennifer York | Completed |
| | 2.5 Information on compar-able analysis of time and fiscal resources required by a transdis-ciplinary team model | Written product | CA PEERS + other states/ LEAs. | Sept. '91 | | | |
| | 2.6 Information on neces-sary systematic changes to facilitate transition to a transdisciplinary team model. | Written product | CA PEERS + other states/ LEAs. | Sept. '91 | | | |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 3. To provide information to state directors of special education to gain their support for including all students with severe disabilities in regular school settings. | 3.1 | CRI worked with NASDSE executive board & director to provide information/support to state SPED directors regarding the integration of students with severe disabilities into regular schools: SAFAK overview & panel of State Directors using SAFAK training program & outcomes | NASDSE conference workshop presentation | State Special Ed. Director | Nov. 13, 1990 | San Diego, CA | SAFAK consultants: Jodi Servatius, Meredith Fellows, Blair Roger, and CRI staff | Completed |
| OBJECTIVE 4. To continue to provide a training model for states targeting general and special education administrators (especially principals) in developing a vision, a commitment and a plan to include all students in regular schools. | 4.1 | SAFAK: The Leadership Challenge (Level I) for LEA administrative teams will be provided based on state requests throughout the '90-'91 project year | 2 day workshop | LEA Administrative teams | As requested; Nov. '90 | | SAFAK consultants/ trainer (see above) | Completed |
| | 4.2 | The training for trainers first provided in June '90 will be repeated during '90-'91 | 1 day reunion | For trainers (grads of June '90) | Feb. 19, 1991 | San Francisco, CA | CRI & consultants | Completed |
| | 4.3 | SAFAK I | 1-day workshop | Roswell USD administrators, principals | Feb. 28, 1990 | Roswell, NM | SAFAK trainers | Completed |
| | 4.4 | SAFAK I | 2-day workshop | Tulsa area school administrators (10 LEAs) | Apr. 1 - 2, 1990 | Tulsa, OK | SAFAK trainers | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 4. (Continued) | 4.5 SAFAK I | 2-day workshop | Oklahoma City area administrators | June 6 - 7, 1990 | Oklahoma City, OK | SAFAK trainers | Completed |
| | 4.6 SAFAK I | 2-day workshop | LEA administrative teams | June 18 - 19, 1990 | San Francisco, CA | SAFAK trainers | Completed |
| | 4.7 SAFAK I | 2-day workshop | LEA administrative teams | July 15 - 16, 1990 | New Orleans, LA | SAFAK trainers | Completed |
| OBJECTIVE 5. To provide a training model for states to use for training school site teams to enable schools to effectively include students with severe disabilities in regular schools and general educational classrooms. | 5.1 SAFAK: School site implementation (Level II) for school site teams for indepth descriptions of process). | 2 day workshop + one day follow-up meeting | School site teams; principal, teachers, parents | Field test; Nov 1 - 2, 1990 & March 8, 1991 | San Francisco, CA | SAFAK trainers | Completed |
| | 5.2 SAFAK II | 2-day workshop | School site teams | Feb. 28, 1990 | Burlingame, CA | SAFAK trainers | Completed |
| | 5.3 SAFAK II | 2-day workshop | KS school site teams | Apr. 28 - 29, 1990 | Lawrence, KS | SAFAK trainers | Completed |
| | 5.4 SAFAK II | 2-day workshop | Tulsa school site teams | May 2 - 3, 1990 | Tulsa, OK | SAFAK trainers | Completed |
| | 5.5 SAFAK II | 2-day workshop | Tulsa school site teams | May 13 - 14, 1990 | Tulsa, OK | SAFAK trainers | Completed |
| | 5.6 SAFAK II | 3-day workshop | KY school site teams; trainees | June 10 - 11; June 12, 1990 | Lexington, KS | SAFAK trainers | Completed |
| | 5.7 SAFAK II | 2-day workshop | CA school site teams | June 27 - 28, 1990 | San Diego, CA | SAFAK trainers | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 5. (Continued) | 5.8 | SAFAK II | 2-day workshop | LA school site teams | July 17 - 18, 1990 | New Orleans, LA | SAFAK trainers | Completed |
| | 5.9 | SAFAK II | 2-day workshop | OK school site teams | July 22 - 23, 1990 | Oklahoma City, OK | SAFAK trainers | Completed |
| OBJECTIVE 6. To provide information to states on cost effective administrative strategies to implement home school placements and heterogeneous grouping for students with severe disabilities. | 6.1 | Cost effective strategies for LEA administrators to use in implementing home schools will be identified in a variety of "home school" districts (i.e., AZ [Paradise Valley]; CO; CA). | Interview/ questionnaire with administration<br>*will develop written product for dissemination. | KY + other states | June '91 | | CRI staff and "home school" districts/staff | Completed |
| OBJECTIVE 7. To provide professional development opportunities for statewide project staff and opportunities for staff to disseminate statewide systems change strategies. | 7.1 | Project staff (VA & CO) will attend National TASH Conference to learn new information and disseminate information regarding statewide systems change and receive consultation onsite. | Attend conference | VA & CO staff (6) | Dec. '90 | Chicago | | Completed |
| | | | | CO | Apr. '91 | Denver, CO | Consultant Larry Rowe, Johnson City SD, Johnson City, NY | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Status |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 8. To provide assistance in the development and use of qualitative evaluation measures for integration of students with severe disabilities. | 8.1 | CRI will work with CO project to develop an instrument or adapt or adopt the EASI Scale 2 for Social Interaction (1990, Revised). | Consultation & workshop | CO Project Staff | May-June 1991 | Denver, CO | CRI staff | Completed |
| OBJECTIVE 9. To provide information to states regarding state education department funding formulas and fiscal policies that provide incentives or disincentives for local education agencies to keep children and youth severe disabilities in their home communities and schools. | 9.1 | Examine state educational department funding formulas that provide either incentives or disincentives to keep children and youth with severe disabilities in their home communities and schools in order to provide models for funding reform. | Site visits and written product | National | Conceptualization study, Oct. '90; Site visits, Nov. -Jan. '90-'91; Written report by Aug '91 | | CRI staff and Sharen Freagan | N/A* |
| OBJECTIVE 10. To assist statewide systems change projects in a collaborative review of their evaluation data and effective systems change strategies. | 10.1 | The goal is to document successful strategies and to develop a set of materials for statewide systems change. These will be disseminated to other states throughout the nation to enable them to effectively undertake systems change efforts designed to serve students with severe disabilities in regular schools in home districts. | Topical meeting, workshop | Mandated statewide projects + others | Nov 8 & 9, 1990 | Arlington, VA | CRI staff and statewide project staff | Completed |

* The Illinois Statewide Systems Change Project staff did not elect to conduct this objective.

# TABLE 6
# SYNTHESIS OF TECHNICAL ASSISTANCE ACCOMPLISHMENTS
# YEAR 05
# 1991-1992

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Progess |
|---|---|---|---|---|---|---|---|---|
| **OBJECTIVE 1. Restructuring of schools and the relationship to full inclusion and the implementation of neighborhood schools, magnate schools, or schools of choice for all students, including students with severe disabilities.** | 1.1 | CRI will collect information from inclusive programs throughout the U.S. which have systematically restructured their schools in order to improve outcomes for all students. | Survey, interview, site visits | CA & other statewide projects & State Depts. of Ed. | | | CRI & ASCD & Panasonic Foundation | Completed |
| | 1.2 | CRI will prepare a document describing key features of the development and implementation process across these programs. | Written product | CA & other statewide projects & State Depts. of Ed. | Dec. '92 | | CRI | Completed |
| | 1.3 | CRI will develop a topical conference on restructuring for participation by interested states, districts/schools. | Topical conference | CA & other statewide projects & State Depts. of Ed. | Sept. 21-23, '92 | Commerce City, CO (Denver area) | CRI, Adams County School District #14, Colorado Dept. of Education/ Special Education Services | Completed |

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Progress |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 2. **Integrated Related Services: Provide statewide project staff with new information on strategies for provision of specialized procedures/services in inclusive settings.** | 2.1 | CRI will identify effective ways in which specialized services are being delivered to students in inclusive settings throughout the U.S. (health, PT, OT, speech, VH, etc.). | Survey/ interviews, site visits | CA PEERS Project | Oct. - Nov. '91 | | CRI | Completed |
| | 2.2 | CRI will prepare a document describing these strategies & their outcomes for students & provide this to PEERS. | Videotape & a resource manual | CA PEERS Project & other statewide projects | Feb. '92 & Dec. '92 | | CRI, California PEERS Project, Colorado Statewide Project | Completed |
| OBJECTIVE 3. **Provide training to service providers to enhance their skills in offering diverse instructional strategies. Strategies will focus on building school communities, identifying and implementing learner outomces, utilizing cooperative learning, effective partnerships with paraprofessionals, etc.** | 3.1 | CO will make logistical arrangements for 2 day training . CRI will support honorarium and expenses for Linda Davern, consultant from Syracuse, New York. | Workshop | CO statewide project | Jan. 16-17, '92 | Denver, CO | CRI & Linda Davern | Completed |
| | 3.2 | CRI will support honorarium and expenses for Michael Giangreco, consultant from the University of Vermont. This training will focus on integrated, related services. | Workshop | CO statewide project | June '92 | Denver, CO | CRI & Michael Giangreco | Completed |

* No-cost time extension date

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Progress |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 4. Design evaluation questions and studies to assess levels of site change and plan for future site needs. | 4.1 Design instrument(s) to elicit qualitative and quantitative changes on sites from the perspective of student change and district change. | | CO statewide project | | Denver, CO | CRI & CO statewide project staff | N/A* |
| | 4.2 Design evaluation framework to assess efficacy of statewide systems change model. | Meeting | CO statewide project | Summer, '92 | Denver, CO | CRI & CO statewide project staff | |
| | 4.3 Brainstorm with key people options for supporting districts once formalized site technical assistance has ended. | Meeting | CO statewide project | Summer, '92 | Denver, CO | CRI & CO statewide project staff | |
| OBJECTIVE 5. Assisting in the development of model demonstration sites by conducting regional site networking meetings for administrators and teachers in demonstration sites (6 meetings). | 5.1 Mileage $500; Lunch $400 = $900.00 | Three meetings | VA statewide projects | Mar. - Apr. '92 | Across VA 6 sites | VA statewide project staff & 2 Vermont consultants | Completed |
| | 5.2 Workshop by Vermont consultant on full inclusion for Montogomery County Public Schools, for principals, teachers, etc. | Workshop | VA school divisions | Sept. 27, 1992 | Blacksburg, VA | CRI, Vermont consultants, VA Statewide staff (Carol McHugh) | Completed |

* The Colorado Statewide Systems Change Project staff did not elect to conduct this objective.

| T.A. Objective | | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Progress |
|---|---|---|---|---|---|---|---|---|
| OBJECTIVE 6. Assist in the dissemination of integration best practices and systems change strategies. | 6.1 | Support the attendance at the National TASH conference by teachers in exemplary sites; Registration $240; hotel, meals & mileage $410 = $650.00. | TASH Conference | VA statewide project staff | Dec. '91 | Washing-ton, D.C. | CRI & VA statewide project staff | Completed |
| | 6.2 | Visits to in-state exemplary sites. | Site visits | | Oct. '91 - May '92 | VA sites, TBD | CRI & VA statewide project staff | Completed |
| | 6.3 | Staff present findings of integration study at National TASH (4 persons); Registration $480; rooms, meals & mileage. | TASH Conference | | Dec. '91 | Washing-ton, D.C. | CRI & VA statewide project staff | Completed |
| OBJECTIVE 7. Assist state-wide project staff in accessing information on state policy development and long range systems change planning strategies. | 7.1 | Support staff to attend the National TASH conference. | TASH Conference | | Dec. '91 | Washing-ton, D.C. | CRI & VA statewide project staff | Completed |
| OBJECTIVE 8. Provide exemplary school site team training to establish within each region of KY exem-plary integration site teams at the elementary, middle, & high school levels to pro-vide training to similar school site teams in their region. | 8.1 | CRI will provide assistance in designing two regional school site team trainings, and financial support in implementing trainings. | SAFAK II workshop | KY statewide project & regional school site teams; elem., middle, & secondary | Mar. 2 & 3, '92 | Louisville, KY | CRI and consultants: Meredith Fellows & Blair Roger | Completed |

| T.A. Objective | Description | Activity/ Format | Audience | Timeline | Location | Resources (Consultants, etc.) | Progress |
|---|---|---|---|---|---|---|---|
| OBJECTIVE 9. **Personnel preparation: To provide consultation regarding the develoment of a course for personnel preparation programs in teacher and administration education in best practices for students with severe disabilities and effective integration strategies for all students.** | 9.1 CRI will provide TA in designing course modules for regular education teacher/ administrator personnel preparation programs in KY. | One day meeting | KY IHE staff/dept. chairpersons | Mar. 4, 1992 | Lexington, KY | CRI & consultants | Completed |

# Section Three:
# DISSEMINATION & PRODUCTS

Accomplishment of the dissemination activities identified for the five project years is described below.

## TASK 4: Dissemination

The dissemination function of CRI was designed and developed to address the following dissemination goals:

1) To increase the visibility and understanding of CRI's role as a national research institute.

2) To increase and broaden the scope of the dissemination of CRI's research findings.

3) To promote best practices in the education of students with severe disabilities in integrated settings via increased dissemination.

4) To document and disseminate successful statewide systems change strategies.

5) To facilitate networking among systems change efforts around the country.

The following project activities and dissemination tactics were undertaken to accomplish these goals: (a) the production of 12 quarterly *STRATEGIES* newsletters over three years designed to document and promote the process of statewide systems change and to disseminate research findings on the education of students with severe disabilities in integrated settings (see Appendix B); (b) the dissemination of each quarterly newsletter to an audience of 45,000, four times a year, for three years; (c) the response to approximately 10,000 individual information requests over a five year period from all 50 States, the Pacific Basin, Australia, Europe, India, and Russia, averaging 500 requests per quarter; (d) development of the LRE Clearinghouse, a

computerized data base of approximately 300 items; (e) disseminated CRI's written products list; (f) posted each of the twelve *STRATEGIES* bulletins to the computerized "SpecialNet" bulletin board system four times a year, for three years; (g) developed 46 products including articles, chapters, videos, monographs, and instruments; and (h) conducted approximately 100 presentations at national, state, and local conferences. All products and dissemination activities have been completed and are outlined in Table 7. A copy of each product can be found in order of product number in Appendix C.

**Table 7**
**TASK FOUR: Dissemination**
**Dissemination & Products**

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 1. "LRE and the placement of students with severe disabilities" [Based on Level One Data] | Research article | Federal and State Department of Education personnel, institutes of higher education, systems change projects | | | X (1992). Journal for The Association for Persons with Severe Disabilities (JASH), 17(3), 145-153. | Sailor Goetz Farron-Davis Karasoff |
| 2. "Factors associated with the integrated educational placement of students with severe disabilities" [Based on Level Two Data] | Research article | Federal, state and local special education administrators, IHE personnel, parents, teachers, and systems change projects | 12/90 | | X Accepted for publication: JASH. | Hunt Sailor |
| 3. Student Descriptor Scale [Based on Level One and Two Data] | Instrument manual | Federal, state and local special education administrators, IHE personnel, systems change projects | 12/90 | | X | Goetz |
| 4. Level III Surveys | Surveys | Level III sample | | | X | N/A |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 5. The comprehensive local school: Regular education for all children with handicaps | Book | Parents, special education administrators/teachers, related service personnel, regular education administrators, teachers, IHE personnel, State Depts. of Education | | | X (1989). Baltimore: Paul H. Brookes. | Sailor Goetz |
| 6. Integrated lifestyle services for persons with disabilities: A theoretical & empirical perspective | Book | Same as above | | | X (In press). Springer-Verlag. | Goetz |
| 7. "Much ado about babies, murky bath water, and trickle down politics: A reply to Kauffman" | Article | IHE personnel, regular/special educators | | | X (1990). Journal of Special Education, 24(3), 334-339. | Sailor Goetz |
| 8. "Disability and school integration" | Chapter | Special/regular education administrators, parents, IHE personnel | | | X (1991). In T. Husen & T.N. Postlethwaite (Eds.), International encyclopedia of education: Research & studies (2nd. suppl.). Oxford, England: Pergammon Press. | Sailor |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 9. Schools Are For All Kids: Full Integration Video Series | | Parents, regular education (principals) administrators, special education administrators, systems change projects | 12/90 | | X | Kelly |
| Tape 1: "Perspectives from principals on full integration" | Video | | | | X | Kelly |
| Tape 2: "Leadership strategies to support full integration" | Video | | | | X | Kelly |
| Tape 3: "Instructional strategies to support integration | Video | School site staff and parents, statewide systems change projects | 9/92 | | X | Kelly Beckstead |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 10. Schools Are For All Kids: The Leadership Challenge | "Training of Trainers" and training materials | Regular education administrators (principals) and trainers | | | X | Kelly |
| 11. Schools Are For All Kids: Site Level Implementation | Training materials | School teams of special educators, principals, general educators and parents | 12/90 | | X | Kelly |
| 12. Schools Are For All Kids: Perspectives From Regular Educators | Highlights from CRI December 1989 Institute in STRATEGIES Newsletter | Systems change project personnel, State Department of Education personnel, RRC personnel, regular education principals, superintendents, special education administrators | 10/90 | | X<br>In STRATEGIES Issues:<br>• Vol. 2, No. 4, Summer 1991, pp. 8-9<br>• Vol. 2, No. 3, Spring 1991, pp. 7, 9-10<br>• Vol. 2, No. 1, Fall 1990, pp. 9-10<br>• Vol. 1, No. 3, Spring 1990, pp. 11-12 | Kelly |
| 13. "A review of effective statewide systems change strategies" | Article | Statewide systems change projects | 3/91 | | X<br>(1991). STRATEGIES, 2(2), 7, 10. | Kelly<br>Karasoff |

| | TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|---|
| 14. | "Collaborative & integrated related services resource guide" | •Video<br>•Written guidelines | Statewide systems change projects | 9/92 | | X<br>Video<br>X<br>Manual | Kelly |
| 15. | LRE Clearinghouse | Computer-ized data base and clearing-house | Systems change/ LRE projects, federal, state and local special education administrators, parents, special/regular education teachers and administrators, board members, related service personnel, IHE personnel | Ongoing updates | | X | Karasoff |
| 16. | STRATEGIES Bulletin | Quarterly bulletin | Same as above | | | | Karasoff |
| #1 | Fall 1989 | | | | | X | |
| #2 | Winter 1990 | | | | | X | |
| #3 | Spring 1990 | | | | | X | |
| #4 | Summer 1990 | | | | | X | |
| #5 | Fall 1990 | | | 11/90 | | X | |
| #6 | Winter 1991 | | | 2/91 | | X | |
| #7 | Spring 1991 | | | 5/91 | | X | |
| #8 | Summer 1991 | | | 8/91 | | X | |
| #9 | Fall, 1991 | | | 11/91 | | X | |
| #10 | Winter, 1992 | | | 2/92 | | X | |
| #11 | Spring, 1992 | | | 5/92 | | X | |
| #12 | Summer, 1992 | | | 8/92 | | X | |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 17. 1991/1992 Written Products List | Resource material | Same as above | | | X | Karasoff Kelly |
| 18. "What makes integration work" | Article | Regular/special education (principals) local administrators | | | X (1989). STRATEGIES, 1(1), 1-2. | Karasoff Kelly |
| 19. "Policy implications of emergent full inclusion models for the education of students with severe disabilities" | Chapter | Federal, state, local, special regular education administrators, IHE personnel | | | X (In press). To appear in M. Wang, H. Walberg, & M. Reynolds (Eds.), The handbook of special education. Oxford, England: Pergammon Press. | Sailor |
| 20. "Transition in the U.S. and western European nations" | Chapter | Federal, state, local special/regular educators | | | X (In press). Paris, France: Organization for Economic Cooperation & Development (OECD). | Sailor |
| 21. "Community school: An essay" | Chapter | Parents, federal, state, local special/regular educators | | | X (1991). In L. Meyer, C. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities. Baltimore: Paul H. Brookes. | Sailor |

| | TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|---|
| 22. | "The educational, social, & vocational integration of students with the most severe disabilities" | Chapter | Parents, federal, state, local special/regular educators | | | X (1989). In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all (vol. I). Baltimore: Paul H. Brookes. | Sailor |
| 23. | "Integration of students with severe & profound disabilities: A review of research" | Chapter | IHE personnel, federal, state, local special/regular educators | | | X (1990). In R. Gaylord-Ross (Ed.), Issues and research in special education (vol. I). New York: Teachers College Press. | Sailor |
| 24. | EASI 2 Scale for Social Interaction: November 1990 Revision | Research instrument | Researchers | | | X | Goetz Beckstead |
| 25. | Schedule Analysis of Integrated Instruction | Research instrument | Researchers | | | X | Beckstead Goetz |
| 26. | EASI 2 Training Tape | Training tape | Researchers | | | X | Beckstead |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 27. Validation Study: "State-of-the-art educational practices associated with positive student outcomes" | Research article | Researchers, administrators, teachers, parents | N/A* | | | |
| 28. "An analysis of student outcomes associated with educational programs representing full inclusion & special class models of integration" | Research report | Researchers, administrators, teachers, parents | 12/91 | | X<br>Submitted in a report to the California Department of Education in conjunction with the California PEERS Project. | Hunt<br>Beckstead<br>Goetz<br>Karasoff |
| 29. "The effects of integration on the challenging behavior of students with severe disabilities" | Research article | Researchers, administrators, teachers, parents | 12/91 | | X<br>Submitted for publication. Journal of The Association for Persons with Severe Handicaps. | Hunt<br>Karasoff |

* See 2.1.1 in Research Section.

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 30. "The effects of a social interaction training intervention on the social behaviors of nondisabled secondary-aged students toward their schoolmates with severe disabilities" | Research article | Researchers, administrators, teachers, parents | 12/91 | | X<br>Accepted for publication: The Journal of Exceptional Children. | Hunt<br>Staub<br>Karasoff |
| 31. "A preliminary investigation of IEP quality & content associated with placement in general education versus special education classes" | Research article | Researchers, administrators, teachers, parents | 12/91 | | X<br>Accepted for publication: Journal of The Association for Persons with Severe Handicaps. | Hunt<br>Farron-Davis |
| 32. "The regular class as a communication support group | Research article | Researchers, administrators, teachers, parents | 5/91 | | X<br>Submitted for publication: Journal of Special Education. | Hunt |
| 33. "Special education in the restructured school" | Invited manuscript | Educational administrators, policy makers | 9/90 | | X<br>(1991). Remedial & Special Education, 12(6), 8-22. | Sailor |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 34. "Preparing leaders for inclusive schools" | Invited Chapter | Educational administrators, policy makers | 6/91 | | X<br>(1991). In R. Villa, J. Thousand, W. Stainback, & S. Stainback, Restructuring for heterogeneity: An administrative handbook for creating caring and effective schools for everyone. Baltimore: Paul H. Brookes. | Kelly |
| 35a. Full Inclusion Implementation Site Survey | Survey | CRI | 3/91 | | X | Kelly |
| 35b. Curricular Adaptations Questionnaire | Survey | | | | X | |
| 36. "Educational practices in integrated settings associated with positive student outcomes" [Based on Level III data] | Research Article | Researchers, administrators, teachers, parents | 9/92 | | X<br>Submitted for publication: Journal of The Association for Persons with Severe Handicaps. | Hunt |
| 37. "Evaluating the effects of placement of students with severe disabilities in general education versus special education classes" | Research Article | Systems change projects, researchers, administrators, teachers, parents | 12/92 | | X<br>To be submitted for publication: Journal of The Association for Persons with Severe Handicaps. | Hunt<br>Farron-Davis<br>Beckstead |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 38. "Acquisition of communication & motor skills within the context of cooperative learning groups in general education classrooms" | Research Article | Systems change projects, researchers, administrators, teachers, parents | 10/92 | | X<br>To be submitted for publication: Journal of The Association for Persons with Severe Handicaps. | Hunt<br>Staub |
| 39. "The effects of full inclusion on regular education teachers" | Research Article | Systems change projects, researchers, administrators, teachers, parents | 12/92 | | X<br>To be submitted for publication: Journal of The Association for Persons with Severe Handicaps & Physical & Occupational Therapy in Pediatrics. | Hunt<br>Rainforth (SUNY: Binghamton) |
| 40. "Restructuring education in the 90s" | Written Product | Systems change projects, researchers, administrators, teachers, parents | 12/92 | | X | Kelly |
| 41. "Systems change: A review of effective practices" | Resource Manual | Administrators, systems change staff, teachers, parents | 12/92 | | X | Karasoff<br>Alwell |

| TITLE | TYPE | USER GROUP | DATE TO BE COMPLETED | IN PROGRESS | COMPLETED | PERSON RESPONSIBLE |
|---|---|---|---|---|---|---|
| 42. "Effective practices for inclusive programs: A technical assistance planning guide" | Tool & T.A. Resource Guide | State Departments of Education & Local Education Agencies | 12/92 | | X | Karasoff Simon |
| 43. "School restructuring and full inclusion" | Chapter | Teacher trainers | 11/91 | | X To appear in M. Snell (Ed.), Systematic instruction of persons with severe handicaps (4th ed.). Columbus, OH: Merrill. | Sailor |
| 44. "Curriculum adaptation for inclusive classrooms" | Resource Manual | General & special educators | 12/92 | | X | Kelly |
| 45. "Meeting the needs of all students" | Article (summary of chapter, see product #36) | General & special administrators | 3/92 | | X (1992). Thrust for Educational Leadership, 21(5), 34-37. | Kelly |
| 46. Proceedings from the OSEP State Networking Meeting | Proceedings document | State Department's of Education | 12/92 | | X | Karasoff |

CALIFORNIA RESEARCH INSTITUTE
ON THE INTEGRATION OF STUDENTS WITH SEVERE DISABILITIES

# Written Products From Activities of the California Research Institute* on the Integration of Students with Severe Disabilities



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# Written Products From Activities of the California Research Institute* on the Integration of Students with Severe Disabilities

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*The California Research Institute is funded by the U.S. Department of Education, cooperative agreement #G00087C3056. The contents of written products do not necessarily reflect the position or policy of the U.S. Department of Education.

## Written Products List

1. Anderson, J. (Ed.) (1982, December). Proceedings of the Bay Area Conference on the Integration of Students with Severe Disabilities. San Francisco, CA: S.F. State University, California Research Institute.

2. Beckstead, S. (Ed.) (1987). Components of curriculum development in a community intensive model. Unpublished manuscript. S.F. State University, Dept. of Special Ed., Project CIPSSI (Community Intensive Programs for Students with Sensory Impairments, USOE GRANT #G008430094). Gives a brief overview of considerations in setting up a community based model of instruction. Describes the Significant Other/Parent Interview process, Community Inventories; gives sample programs and schedules and procedural guidelines in setting up community based instruction.

3. Beckstead, S., & Goetz, L. (1990). The educational assessment scale for social interaction: November 1990 revision (revised from the original instrument by Goetz, Haring, & Anderson, 1983). San Francisco, CA: San Francisco State University, California Research Institute.

4. California Research Institute (1988). Proceedings from the STRATEGIES (Systems, Techniques and Resources Towards Establishing Gateways in Integrating Every Student) Conference. San Francisco, CA: San Francisco State University.

5. Doering, K., Hill, R., & Lee, M. (1987). Alameda Unified School District: Administrative guidelines for community intensive model of instruction. Unpublished manuscript. S.F. State University, Dept. of Special Ed., Project CIPSSI (Community Intensive Programs for Students with Sensory Impairment, USOE GRANT #G008430094). This document was developed with administrators in Alameda USD to answer legal and safety concerns when implementing a community based model of instruction. It includes sample forms, safety procedures and general considerations in setting up a community based approach of instruction.

6. Doering, K., Usilton, R., Farron-Davis, F., & Sailor, W. (1990). Preparing people with severe disabilities to move from school to work and independent living. Unpublished manuscript. San Francisco State University, Dept. of Special Education, Community Transition Services Project (USOE Grant #G008530143).

7. Filler, J., Goetz, L., & Sailor, W. (1986). Factors which predict opportunities for interaction between students with severe disabilities and their nondisabled peers. Unpublished manuscript. San Francisco, CA: San Francisco State University, California Research Institute.

8. Gee, K., Graham, N., Lee, M., & Goetz, L. (1987). Acquisition of basic sensory and motor skills within natural integrated contexts. Unpublished manuscript. S.F. State University, Dept. of Special Ed., Project CIPSSI (Community Intensive Programs for Students with Sensory Impairments, USOE GRANT #G008430094). This is an experimental study using time series analysis to evaluate the CIPSSI curriculum process.

9. Goetz, L., & Sailor, W. (1990). Much ado about babies, murky bath water, and trickle down politics: A reply to Kauffman. Journal of Special Education, 24(3), 334-339.

10. Graham, N., Gee, K., Lee, M., Goetz, L., & Beckstead, S. (1987). Students with significant challenges: Choosing and developing integrated activities in the elementary school (Manual; field-test version). S.F. State University, Dept. of Special Ed., Project CIPSSI (Community Intensive Programs for Students with Sensory Impairments, USOE GRANT #G008430094). This practical guide gives teachers suggestions on ways to integrate students with significant learning challenges into age appropriate activities while meeting educational goals and objectives within these contexts.

11. Guess, D., & Sailor, W. (1991). Chaos and the study of human behavior. Unpublished manuscript. Lawrence, KS: University of Kansas in conjunction with San Francisco State University.

12. Halvorsen, A. (Ed.) (1983). Proceedings of the Bay Area Conference on the Integration of Students with Severe Disabilities (LRE Module 1). San Francisco, CA: S.F. State University, California Research Institute.

13. Halvorsen, A. (Ed.) (1984). Proceedings of the Conference on the Transition of Students with Severe Disabilities into Integrated School Environments (LRE Module II). Hayward, CA: California State University, Hayward and San Francisco State University, California Research Institute.

14. Halvorsen, A., Beckstead, S., & Goetz, L. (1990). Schedule Analysis of Integrated Instruction. Hayward, CA: California State University, Hayward, PEERS Project & San Francisco State University, California Research Institute.

15. Halvorsen, A., Doering, K., Farron-Davis, F., Usilton, R., & Sailor, W. (1989). The role of parents and family members in planning severely disabled students' transitions from school. In G. Singer & L. Irvin (Eds.), Support for caregiving families. Baltimore: Paul Brookes.

16. Halvorsen, A., & Sailor, W. (1990). Integration of students with severe and profound disabilities: A review of research. In R. Gaylord-Ross (Ed.), Issues and research in special education (vol. I). New York: Teachers College Press.

17. Halvorsen, A., Smithey, L., & Neary, T. (PEERS Project) (September, 1988). Developing collaborative regular education-special education school site teams for effective integration. Module prepared for the CRI Strategies Conference. Unpublished document, California Research Institute, Cooperative Agreement #G09087C3056. This module includes information for training local school site teams composed of general and special educators and parents who wish to promote and enhance integration at their preschool, elementary, or secondary site.

18. Hanline, M., & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. Exceptional Children, 55(6), 487-492.

19. Hanline, M., & Murray, C. (1984). Integrating severely handicapped children into regular public schools. Phi Delta Kappan, December, 273-276.

20. Hanson, M., Farron-Davis, F., Hunt, P., & Doering, K. (1988). The Individualized Family Service Plan (IFSP)/The Individualized Educational Program (IEP)/The Individualized Transition Program (ITP). Module prepared for the CRI Strategies Conference. Unpublished document, California Research Institute, Cooperative Agreement #G0087C3056. This module includes an overview of the planning and documentation processes for the Individualized Family Service Plan, the Individualized Educational Plan and the Individualized Transition Plan.

21. Haring, K., Farron-Davis, F., Karasoff, P., Zeph, L., Goetz, L., & Sailor, W. (1991). LRE and the placement of students with severe disabilities. Manuscript submitted for publication. San Francisco, CA: California Research Institute.

22. Haring, K.A., & Lovett, D.L. (1990). A follow-up study of special education graduates. Journal of Special Education, 23 (4), 463-477.

23. Haring, K.A., Lovett, D.L., & Saren, D. (1991). Parent perceptions of their disabled adult offspring. Teaching Exceptional Children, Winter, 6-10.

24. Haring, T., Breen, C., Pitts-Conway, V., Lee, M., & Gaylord-Ross, R. (1987). Adolescent peer tutoring and special friend experiences. The Journal of the Association for Persons with Severe Handicaps, 12(4), 280-286.

25. Haring, T., Falvey, M., Roger, B., & Pitts-Conway, V. (1988). Social interaction/friendships. Module prepared for the CRI Strategies Conference. Unpublished document, California Research Institute, Co-operative Agreement #G0087C3056. This document provides information regarding recent developmental efforts to create an expanded range of interpersonal relationships for students with severe disabilities.

26. Hunt, P., Goetz, L., & Anderson, J. (1986). I.E.P. Quality Indicators Instrument. San Francisco, CA: California Research Institute, San Francisco State University.

27. Hunt, P., Alwell, M., & Goetz, L. (1990). Teaching conversation skills to individuals with severe disabilities with a communication book adaptation: Instructional handbook. San Francisco, CA: San Francisco State University, Conversation and Social Competence Research Project (Grant #G008730083).

28. Hunt, P., & Goetz, L. (1988). Using the interrupted behavior chain strategy to teach initial communication skills to students with severe disabilities: Instructional handbook. San Francisco, CA: San Francisco State University, Communication and Motivation Research Project (Grant #G008400651).

29. Hunt, P., Goetz, L., & Anderson, J. (1986). The quality of IEP objectives associated with placement on integrated versus segregated school sites. Journal of The Association for Persons with Severe Handicaps, 11(2), 125-130.

30. Karasoff, P., Alwell, M., & Halvorsen, A. (1992). Systems change: A review of effective practices. San Francisco, CA: San Francisco State University, California Research Institute.

31. Kelly, D., & York, J. (1992). Collaborative and integrated related services resource guide. San Francisco, CA: San Francisco State University, California Research Institute.

32. Lovett, D.L., & Haring, K.A. (1989). The effects of self-management training on the daily living skills of adults with mental retardation. Education and Training in Mental Retardation, December, 306-323.

33. Murray, C. (1983). Social interaction, disability education, and attitude change: Integrated schooling for students with severe/multiple disabilities. In E. Chigier (Ed.), Special education and social handicap (pp. 109-119). London: Freund Publishing House Ltd.

34. Neary, T., Halvorsen, A., Kronberg, R., & Kelly, D. (1992). Curriculum adaptation for inclusive classrooms. Sacramento, CA: PEERS Project, California State University, Sacramento, and the California Research Institute.

35. Piuma, C. (1985). A case study: Cost analysis of selected integrated and segregated classrooms serving severely disabled students in San Mateo County. Unpublished manuscript. San Francisco, CA: S.F. State University, California Research Institute.

36. Piuma, C. (1989). Benefits and costs of integrating students with severe disabilities into regular public school programs: A study summary of money well spent. Unpublished manuscript. San Francisco State University, Dept. of Special Education (This study and report are supported by funds from the National Institute on Disability and Rehabilitation, Research Grant #G0087C2002).

37. Piuma, C. (1990). A benefit-cost analysis of integrated and segregated programs serving individuals with severe disabilities: A sourcebook of technical methods and procedures used in the economic analysis. Unpublished manuscript. San Francisco State University, Dept. of Special Education. [Supported in part by Grant #G0087C2002 from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education.]

38. Raynes, M., Snell, M., & Sailor, W. (1991). A fresh look at categorical programs for children with special needs. Phi Delta Kappan, 73(4), 326-331.

39. Sailor, W. (1989). The educational, social, and vocational integration of students with the most severe disabilities. In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all. Baltimore: Paul H. Brookes.

40. Sailor, W. (1991). Community school: An essay. In L.H. Meyer, C.A. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. 379-385). Baltimore: Paul H. Brookes.

41. Sailor, W. (1991). Special education in the restructured school. Remedial and Special Education, 12(6), 8-22.

42. Sailor, W. (in press). Transition in the U.S. and western European nations (chapter in forthcoming volume on transition). Paris, FRANCE: Organisation for Economic Cooperation and Development.

43. Sailor, W., Gee., K., & Karasoff, P. (in press). School restructuring and full inclusion. To appear in M. Snell (Ed.), Systematic instruction of persons with severe handicaps (4th ed.). Columbus, OH: Charles Merrill Publishing Co.

44. Sailor, W., Gerry, M., & Wilson, W. (1991). Policy implications of emergent full inclusion models for the education of students with severe disabilities. In M. Wang, H. Walberg, and M. Reynolds (Eds.), The handbook of special education (vol. IV). New York: Pergamon Press.

45. Sailor, W., Gerry, M., & Wilson, W. (1991). Disability and school integration. In T. Husen & T.N. Postlethwaite (Eds.), International encyclopedia of education: Research and studies (2nd suppl.; pp. 158-163). Oxford, ENGLAND: Pergamon Press.

46. Sailor, W., Goetz, L., Anderson, J., Hunt, P., & Gee, K. (1988). Research on community intensive instruction as a model for building functional, generalized skills. In R. Horner, G. Dunlap, & R. Koegel (Eds.), Generalization and maintenance: Life-style changes in applied settings (pp. 67-98). Baltimore: Paul H. Brookes.

47. Sailor, W., Halvorsen, A., Anderson, J., Goetz, L., Gee, K., Doering, K., & Hunt, P. (1986). Community intensive instruction. In R. Horner, L. Meyer, & B. Fredericks (Eds.), Education of learners with severe handicaps: Exemplary service strategies (pp. 251-288). Baltimore: Paul H. Brookes.

48. Sailor, W., Kelly, D., & Karasoff, P. (1992). Restructuring education in the 90s. San Francisco, CA: San Francisco State University, California Research Institute.

49. Simon, M., Karasoff, P., & Smith, A. (1992). Effective practices for inclusive programs: A technical assistance planning guide. San Francisco, CA: San Francisco State University, California Research Institute.

50. Servatius, J.D., Fellows, M., & Kelly, D. (1991). Preparing leaders for inclusive schools. In R. Villa, J. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for heterogeneity: An administrative handbook for creating caring and effective schools for everyone. Baltimore: Paul H. Brookes.

51. Servatius, J.D., Fellow, M., & Kelly, D. (1992). Meeting the needs of all students. Thrust for Educational Leadership, 21(5), 34-38.

52. Snell, M., Janssen, C., & Sailor, W. (1986). What is the least restrictive environment? (Questions and answers for administrators, parents, teachers). Prepared for OSERS.

53. Wolfberg, P., & Schuler, A. (1992). Integrated play groups resource manual [see Videotapes below for accompanying instructional videotape]. San Francisco: San Francisco State University, Department of Special Education. Preparation of this manual was supported in part by the U.S. Department of Education contract #H086D90016.

**Order the Following Directly from Paul H. Brookes Publishing Company**

**1-800-638-3775**

Goetz, L., Guess, D., & Stremel-Campbell, K. (1987). Innovative program design for individuals with sensory impairments. Baltimore: Paul H. Brookes.

Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J., & Goetz, L. (1989). The comprehensive local school: Regular education for all children with handicaps. Baltimore: Paul H. Brookes.

## VIDEOTAPES*

Training videotapes have been produced to provide classroom teachers, parents, and administrators with information related to quality educational programming in the least restrictive environment. Also included are means to facilitate interaction between nondisabled students and students with severe disabilities.

VT1. **"GETTING TOGETHER"** (1984). This VHS video is comprised of three segments: (1) "Disability Education Strategies"; (2) "Peer Tutoring Programs"; and (3) "Nonteaching Interactions." Total viewing time: 47 minutes. The tape was produced with the support of the U.S. Department of Education/Special Education Programs to S.F. State University, Department of Special Education: The California Research Institute on the Integration of Students with Severe Disabilities, 1982-1987 (Contract #300-82-0365).

"**Disability Education Strategies**": A variety of disability education strategies illustrate ways to teach nondisabled students about disabilities in general, and to suggest some appropriate interactions between nondisabled students and their schoolmates who have severe disabilities. Three types of actual disability education sessions are shown: awareness level training, learning stations, and direct instruction -- with illustrations of how to use the materials and personnel. Practical advice regarding setting up and conducting disability education sessions are provided by teachers, administrators, a parent, and student volunteer trainers. (Length: 17 minutes).

"**Peer Tutoring**": This segment illustrates the many skills nondisabled students can teach to their severely disabled schoolmates; ways to recruit peer tutors and how to train them in the skills they will teach (communication, community living, self-help, and school jobs); how to maintain skills they will teach (communication, community living, self-help, and school jobs); as well as how to maintain a cadre of trained peer tutors. Interviews with the peer tutors and teachers are also shown. (Length: 15 minutes; elementary/high school levels.)

"**Nonteaching Interactions**": This segment captures the spontaneous exchanges that can take place between nondisabled students and students with disabilities. Some school environments are shown to be better than others for interaction. Forms for interaction (setting up a buddy system and modeling acceptance) are shown, as are appropriate leisure materials. Teacher-present and teacher-absent activities are contrasted. (Length: 15 minutes; elementary/high school levels.)

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VT2. "**HANDS ON**" (1989) is a 15-minute VHS video demonstrating the use of systematic instructional techniques in a community based vocational training site.

VT3. "**PARADISE VALLEY: TRANSDISCIPLINARY INTEGRATED RELATED SERVICES**" (1991). This is a 10-minute VHS video on the Paradise Valley Transdisciplinary Integrated Related Services Model, which focuses on the teaming process, fears of parents and staff, overcoming barriers, and the benefits for staff and students involved.

***SCHOOLS ARE FOR ALL KIDS: FULL INTEGRATION***

VT4.1.

Tape 1: "**PERSPECTIVES FROM PRINCIPALS ON FULL INTEGRATION**" (1989).

Tape 1 is a 21 minute VHS video of interviews with five principals (elementary, middle school and high school) from New York, Iowa and Colorado, regarding their efforts to fully integrate all students with disabilities into their schools and into regular classrooms. They briefly describe their programs and some of the strategies they use to ensure effective integration. In the final section they discuss the benefits derived for staff and students from the integration programs.

VT4.2.

Tape 2: "**LEADERSHIP STRATEGIES TO SUPPORT FULL INTEGRATION**" (1990).

Tape 2 is a 10 minute VHS video of principals (elementary-secondary) describing the leadership role the school principal should play to ensure support for a successful full integration program.

VT5. "INTEGRATED PLAY GROUPS" (1992). The purpose of Integrated Play Groups is to provide children who have difficulty playing in both social and symbolic way opportunities to learn and play with socially competent peers in supported play programs. This videotape includes the following components: (1) Phase III – Assessment; (2) Phase IV – Intervention; and (3) Phase V – Evaluation.

This videotape is meant to accompany the Integrated Play Groups Resource Manual, by P. Wolfberg & A. Schuler, listed above under the written products. It is not meant to be sold separately. Total cost for manual and video is $30.00.

**Order the Following Directly from TASH**

**206-523-8446**

**(See attached order form)**

"THE WAY TO GO" (1988) is an 18-minute VHS video discussing methods of teaching basic skills within integrated contexts and community based environments; benefits to regular education and special education students, the family and the community.

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**1-800-443-3742**

### Integration Manuals: Available through the ERIC Document Reproduction Service

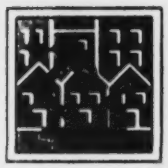
Doering, K., & Hunt, P. (1984). The Inventory Process for Social Interaction Manual (IPSI). A curriculum strategies guide for assessing and programming for the social skills needs of severely disabled students (191 pages). ERIC #: **ED 242 181**

Goetz, L., Haring, T., & Anderson, J. (1984). The Educational Assessment of Social Interaction (checklist with directions) (EASI). A program evaluation tool that measures four dimensions of social interaction (17 pages). ERIC #: **ED 242 184**

Halvorsen, A. (1984). The Parents & Community Together Manual (PACT). Focuses on ways parents of severely disabled students can work together with community organizations for advocacy, information sharing, and as trainers to provide disability education within integrated schools and the community (185 pages). ERIC #: **ED 242 183**

Murray, C., & Beckstead, S. (1984). The Awareness and Inservice Manual (AIM). Provides systematic disability education and attitude charge strategies to promote acceptance of and social interaction among regular education students and staff, as well as peer tutoring and peer buddy program descriptions at elementary and secondary age levels (115 pages). ERIC #: **ED 242 182**

Piuma, C., Halvorsen, A., Murray, C., Beckstead, S., and Sailor, W. (1984). The Project Reach Administrators' Manual (PRAM). Provides integration rationale, specific systems change strategies, and logistical information (112 pages). ERIC #: **ED 242 185**



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| • Systems Change: A Review of Effective Practices. Karasoff, Alwell, & Halvorsen (1992). | $15.00 |
| • Curriculum Adaptation for Inclusive Classrooms. Neary, Halvorsen, Kronberg, & Kelly (1992). | $15.00 |
| • Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide. Simon, Karasoff, & Smith (1992). | $15.00 |

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Videotapes available from TASH: The Association for Persons with Severe Handicaps (order form attached).

***Video Tapes:***

**Going to School with Facilitated Communication, 1991, 14 mins.**
This video demonstrates how to use facilitated communication in regular schools and classrooms. Produced by Syracuse University and Douglas Biklen. **$35 (VHS) $45 (PAL)**

**I'm Not Autistic on the Typewriter, 1991, 13 mins.**
This video is an introduction to the facilitated communication training method. Produced by Syracuse University and Douglas Biklen. **$25 (VHS) $35 (PAL)**

**Just Like You and Me, 1990, 20 mins.**
A video/print package on successful living with epilepsy. The video, discussion guide, and laminated information card provide a much needed educational tool for teachers, health professionals and care-givers. **$40.00 set (VHS)**

**A New Way of Thinking, 1988, 30 mins.**
This documentary demonstrates that sharing the ordinary routines of learning and living is essential for people with disabilities. Produced by Wendy Gaus, the Minnesota University Affiliated Program on Developmental Disabilties, and the Minnesota Govenor's Planning Council on Developmental Disabilities. **$38.00 (VHS)**

**Now is the Time, 1990, 15 mins.**
A motivational video demonstrating employment options for people with dual sensory impairments, this film specifically addresses the concerns of employers. The video presents 5 different workers at their job sites. Produced by Lori Goetz. **$38.00 (VHS)**

**People with Physical & Multiple Disabilities: Supported Employment Demonstration, 1990, 15 mins.**
This video illustrates a number of individuals who have been placed into community based employment and briefly discusses strategies used to achieve this. Also includes interviews with employers. Produced by the Oregon Research Institute. **$38.00 (VHS)**

**Regular Lives, 1988, 29 mins.**
This documentary video focuses on people with developmental disabilities in typical school, recreational, and work settings. Demonstrates integration practices and principles and is a useful tool in stimulating discussion and increasing awareness. Discussion guide included. Produced by Tom Goodwin and Geraldine Wurzburg. **$48.95 (VHS)**

**The Way to Go, 1988, 17 mins.**
Integration and community-based programming for students with multiple, severe and profound disabilities is presented through personal experiences in this tape. A regular education teacher, special education teacher, and a parent are profiled, sharing their excitement over the benefits of integration for all students and the community. Produced by CIPSSI Project, Lori Goetz and Susan Porter Beckstead. **$38.00 (VHS)**

# TASH: The Association for Persons with Severe Handicaps

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CALIFORNIA RESEARCH INSTITUTE
ON THE INTEGRATION OF STUDENTS WITH SEVERE DISABILITIES


# COLLABORATIVE & INTEGRATED RELATED SERVICES RESOURCE GUIDE


Compiled by:

*Dotty Kelly*

California Research Institute
San Francisco State University

Edited by:

*Jennifer York*

Institute on Community Integration
University of Minnesota




SAN FRANCISCO STATE UNIVERSITY · 14 LAPIA DRIVE · SAN FRANCISCO, CALIFORNIA 94132 · 415-338-7847 · 415-338-7848

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December, 1992

Adapted from TASH Monograph, Related educational services for individuals with severe disabilities: Report for the related services subcontract of TASH. By York, J., Rainforth, B., & Giangreco, M. (1989).

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# RESOURCE GUIDE OVERVIEW

The increasing diversity and complexity of needs presented by today's children and youth coupled with diminishing resources is creating a great need for members of school communities to work together to create more effective ways of meeting student needs. For students with severe disabilities, transdisciplinary and integrated models of team service provision have long been advocated. Great strides have been made in the past fifteen years by special education, physical therapy, occupational therapy, and communication specialists, and others to effectively integrate the teaching of motor, communication and other skills in the context of educational programs. Related services personnel in particular have had to demonstrate flexibility as they moved from traditional, isolated, medical-oriented models to more integrated and educational practices. However, as the degree of inclusion of students into general education and community learning environments increases, organizational structures that allow for collaboration and that support the development of competence in interpersonal communication must evolve even further.

Recognizing increased demands on general and special education teachers, related services personnel, families, and other members of educational teams for students with disabilities, we compiled this Collaborative and Integrated Related Services Resource Guide. The resources identified in this Guide provide information on the following topics: rationale for collaborative and integrated related services in educational settings, curriculum and program development strategies that integrate therapy and education, general strategies for effective collaboration, specific strategies and logistics for collaborative teamwork and integrating related services, examples of effective programs, and related research. The Guide is organized by type of resource, including journal articles, books and book chapters, etc. Resources are listed alphabetically within each category.

Furthermore, in collaboration with Jennifer York, Jennifer Campbell, Program Specialist from Paradise Valley, Arizona (PVUSD), and a PVUSD team of therapists and educators, CRI has developed a training program entitled, ***Collaborative Teaming***. Please see the following one page description of the training. In addition, CRI has developed a 10-minute videotape on the ***Paradise Valley Transdisciplinary, Integrated Related Services Model*** that focuses on the teaming process, fears of parents and staff, and overcoming the barriers and benefits for staff, students and families involved. This is available through CRI (see pg. 13 for further information).

We hope that you find this Resource Guide useful. We welcome your comments and suggestions for additional resources as this compilation is by no means complete. Please send us information on resources you have found useful for inclusion in subsequent revision of this Resource Guide.

We wish you every success as you work together to create effective means of collaboration that effectively support students with disabilities to be valued and contributing members of their inclusive school and communities.

*Jennifer York & Dotty Kelly*

# Collaborative Teaming:
# Integrating Therapy & Education

A program that enables teams of educators, parents, and therapists to work together successfully to ensure a quality education for students with disabilities in inclusive schools.

*Intended Audience:*

Principals, general education teachers, special education teachers, therapists, paraprofessionals, and parents.

*Structure:*

Four 3 hour modules, usually a two-day workshop.

*Format:*

Presenters with slides, video examples, interaction, discussion, and planning. Workshop format can be adapted to meet local needs.

*Content:*

- Developing an ecological curriculum
- Conducting Collaborative Assessment
- Designing a Collaborative IEP
- Scheduling the logistics of integrated therapy and education
- Developing Action Plans for Change

*Expected Outcome:*

Participants will have a plan in place and structures for the implementation of a variety of innovative methods to integrate therapy and educational services for children with disabilities in inclusive schools.

*Presenters:*

A team of three presenters including an educator, speech therapist, and an occupational or physical therapist will facilitate the workshop. These professionals have worked for the past eight years on the implementation of collaborative teaming in the Paradise Valley School District in Phoenix, Arizona.

The workshop was designed in collaboration with: Jennifer York, Ph.D., P.T., Assistant Professor of Educational Psychology and Coordinator of Preservice Interdisciplinary Training, Institute on Community Integration, University of Minnesota; Dotty Kelly, M.A., Technical Assistance Coordinator, California Research Institute on the Integration of Students with Severe Disabilities; Jennifer Campbell, M.A., Program Specialist, Paradise Valley Unified School District; and a team of Paradise Valley Unified School District teachers and therapists.

The workshop is based on a recent Paul Brookes publication by Beverly Rainforth, Jennifer York, and Cathy McDonald entitled, ***Collaborative Teams for Students with Severe Disabilities***.

For further information regarding participation in a Collaborative Teaming Workshop, please contact: Dotty Kelly, 1960 Kapiolani Blvd., Suite 113-104, Honolulu, HI 96826; Phone: (808) 956-6449.

## ACKNOWLEDGEMENTS

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## TABLE OF CONTENTS


| | | *Page* |
|---|---|---|
| I. | Resource Guide Overview | i |
| II. | Journal & Research Articles | 1 |
| III. | Books & Book Chapters | 7 |
| IV. | Manuals, Reports, Monographs, Guidelines, Booklets, & Papers | 11 |
| V. | Newsletter Issues & Articles | 13 |
| VI. | Videotapes | 13 |
| VII. | Organizations & Projects for Technical Assistance | 13 |
| VIII. | Training Modules & Self-Study Series | 14 |
| IX. | Publishers Information | 14 |

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## *ORGANIZATIONS & PROJECTS FOR TECHNICAL ASSISTANCE*

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# LEAST RESTRICTIVE ENVIRONMENT (LRE) CLEARINGHOUSE

## Least Restrictive Environment (LRE) Clearinghouse

CRI is pleased to announce that we have developed a clearinghouse on research and information concerning the integration of students with severe disabilities. Our mission is to support and coordinate research across the country and disseminate findings to state departments of education, local school administrators, teachers of children with severe disabilities, universities, and the general public. We have developed a resource library that includes an ongoing data base of training materials, position papers, articles, chapters, information from other projects (specifically, state systems change projects), video tapes, and monographs that we will disseminate for the cost of reproduction and mailing. We have developed a computer program that allows us to sort by topic, author, year, and format of each entry. Therefore, a brief search of our library can be conducted specific to an individual's needs. Using CRI's LRE Index (see attached) as a guide you can search for materials by any, all or just one of the following areas.

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# LRE CLEARINGHOUSE INDEX

| *CODE* | *DEFINITION* |
|---|---|
| | CONTEXT: |
| 1 | Attitudes |
| 2 | Behavior |
| 21 | Collaboration |
| 3 | Communication |
| 4 | Community Instruction |
| 5 | Community Living Options |
| 6 | Curriculum |
| 7 | Deaf/Blind |
| 9 | Early Intervention |
| 10 | Evaluation |
| 15 | Full Inclusion |
| 12 | General Education |
| 14 | Home/Neighborhood Schools |
| 16 | Instructional Strategies |
| 17 | Integrated Related Services/Transdisciplinary |
| 18 | Integration |
| 19 | Least Restrictive Environment |
| 11 | Parent/Family |
| 20 | Personnel Preparation |
| 32 | Policy & Policy Development |
| 30 | Recreation & Leisure |
| 31 | Research Strategies/Instruments |
| 22 | Restructuring |
| 23 | Self-Advocacy |
| 24 | Social Interactions & Friendships |
| 27 | Supported Employment |
| 28 | Systems Change |
| 29 | Transition |
| 33 | Vocational Education |

| *CODE* | *DEFINITION* |
|---|---|
| | **AUDIENCE:** |
| P | Parents |
| T | Teachers |
| A | Administrators |
| RSP | Related Service Personnel |
| HEP | Higher Education (University) Personnel |
| | **LEVEL/SETTING:** |
| SC | School |
| CO | Community |
| WP | Work |
| | **TYPE:** |
| RE | Research |
| PO | Position |
| OV | Overview |
| ST | Strategy |
| | **FORMAT:** |
| 1 | Article |
| 2 | Manual |
| 3 | Paper |
| 4 | Written product |
| 5 | Video |
| 6 | Book |
| 7 | Module |
| 8 | Chapter/Manuscript |
| 9 | Report |
| 10 | Reference List |

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## LRE CLEARINGHOUSE: Selected References

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| Document number | 102 |
| Content Area | 1 24 |
| Audience | HEP T |
| Type/Format | RE 1 |
| Level/Setting | S C |

Acton, H. M. & Zarbatany, L. (1988). Interaction and performance within cooperative groups: Effects on nonhandicapped students' attitudes toward their mildly mentally retarded peers. *American Journal on Mental Retardation, 93*(1), 16-23.

Preferences of 40 7- to12-year-old children without disabilities for their mildly retarded schoolmates were assessed before and after participating in a cooperative game with a child with disabilities. Game conditions varied interaction opportunities between dyad members (high or low) and performance of the child with disabilities (good or poor). Children's preferences for their partners with disabilities increased significantly from pre- to postgame, despite performance or interaction levels, suggesting that these factors do not mediate the relation between cooperation and interpersonal attraction. High interaction, however, produced less behavioral ratings of and higher rates of positive behavior toward children with disabilities across time.

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| Document number | 104 |
| Content Area | 16 20 |
| Audience | HEP T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Algozzine, B. Morsink, C. V., Algozzine, K. M. (1988). What's happening in self-contained special education classrooms? *Exceptional Children, 55*(3), 259-265.

The purpose of this research was to illustrate and compare the nature of instruction provided in 40 self-contained special classes for students with different categorical classifications. Few differences were indicated in the extent to which teacher communication patterns, learner involvement, and instructional methods were different in classes containing students classified as learning disabled, emotionally handicapped, or educable mentally retarded. The outcomes of this research raise questions about the appropriateness of categorical grouping of students for instruction and relate to issues of personnel training in categorical programs.

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| Document number | 337 |
| Content Area | 2 3 |
| Audience | P RSP HEP T |
| Type/Format | RE ST 1 |
| Level/Setting | SC CO |

Alwell, M., Hunt, P., Goetz, L., & Sailor, W. (1989). Teaching generalized communicative behaviors within interrupted behavior chain contexts. *Journal of The Association for Persons with Severe Disabilities, 14*(2), 91-100.

This article describes a research study in which three students with severe disabilities were taught to request items or events within interrupted behavior chain contexts. The results demonstrated that for each of the three students the responses acquired within interrupted chains of behavior generalized to a variety of naturally occurring, out-of-routine contexts and are discussed in relation to teaching self-initiated communicative behaviors.

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|---|---|
| Document number | 351 |
| Content Area | 1 8 |
| Audience | P T A |
| Type/Format | OV 2 |
| Level/Setting | SC CO |

Anderson, J. (Ed.) (December 1982). *Proceedings of the Bay Area Conference on the Integration of Students with Severe Disabilities.* San Francisco, CA: California Research Institute, San Francisco State University.

This paper contains a synopsis of this conference's introduction and keynote speaker's presentation, a description of a parent and school panel which discussed the current status of integration and issues related to integration, a summary of issues raised by participants and their solutions, and a brief overview of the conference outcomes. Included are school administrator and parent speakers from San Francisco, San Mateo, San Jose, San Leandro, and Alameda.

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## LRE CLEARINGHOUSE: Selected References

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| Document number | 5 |
| Content Area | 18 20 |
| Audience | P HEP T A |
| Type/Format | ST 4 |
| Level/Setting | S C |

Anderson, J., Hill, R., Kennedy, M., Kidd, M., Rosenburg, B., Seifkin, M., & Smith, B. (1987). *Teacher facilitators of integration: Key characteristics of model practicum sites.* Unpublished document. Hayward, CA: California State University, Hayward.

The authors of this document delineate all critical characteristics of a classroom to be considered a fully developed model practicum site. It should be useful in identifying or developing model field training sites, evaluating staff of SH programs, designing staff development programs, monitoring classroom operations, and determining the appropriateness of placements.

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| Document number | 329 |
| Content Area | 1 8 |
| Audience | P T A |
| Type/Format | ST 4 |
| Level/Setting | S C |

Anderson, J.L. (1984). *Strategies for obtaining classroom space: Placing students with severe disabilities in regular education schools.* Unpublished conference writeup. San Francisco, CA: San Francisco State University, California Research Institute.

This written product consists of a strategies list to effectively place students with severe disabilities into regular education schools. The list was compiled via phone interviews with special education administrators throughout California.

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| Document number | 2 |
| Content Area | 4 18 20 6 |
| Audience | T A |
| Type/Format | OV 3 |
| Level/Setting | S C |

Anderson, J.L., & Doering, K. (1985). *The changing role of teachers and administrators in moving from traditional, classroom-based model of instruction for students with severe disabilities.* Unpublished manuscript. San Francisco, CA: San Francisco State University.

The authors delineate the critical components of the roles of both the classroom teacher and administrator in implementing a community intensive model of instruction.

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| Document number | 7 9 |
| Content Area | 30 24 5 |
| Audience | RSP HEP P |
| Type/Format | RE 1 |
| Level/Setting | C O |

Aveno, A. (1987). A survey of leisure activities engaged in by adults who are severely retarded living in different residence and community types. *Education and Training in Mental Retardation, 22*(2), 121-127.

Four hundred and thirty six group homes and foster homes rated the frequency with which their residents engage in 20 leisure activities. Significant differences between foster and group home ratings were found for 13 activities. Group home residents engage in 12 of those activities more often than foster home residents, although some leisure activities appear to be generic across different living and community situations. Study findings can be utilized to help teachers target leisure skills that will have a probability of being expected and reinforced in future environments, and as a baseline for future studies regarding recreational habits in community residences.

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| Content Area | 1 4 18 5 |
| Audience | P T RSP |
| Type/Format | RE 1 |
| Level/Setting | SC CO |

Aveno, A. & Renzaglia, A. (1988). A survey of attitudes of potential community training site staff toward persons with severe handicaps. *Education and Training in Mental Retardation, 23*(3), 213-223.

Attitudes toward community and school integration of persons with severe handicaps were assessed. Survey respondents expressed positive attitudes toward normalized use of community facilities, and showed more positive attitudes toward community integration rather than toward school integration. Attitudes of community based respondents were then compared with the attitudes of high school teachers and students assessed in a previous study.

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| Document number | 3 |
| Content Area | 18 11 |
| Audience | P |
| Type/Format | 1 PO |
| Level/Setting | S C |

Ayres, C.B. (1988). Integration: A parent's perspective. *Exceptional Parent*, September, 22-25.

Ayres describes integration from a personal perspective. The first days of school, the circle of friends, a parent's "talk-in" about integration, and her son's success are all described.

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| Document number | 7 4 |
| Content Area | 18 9 |
| Audience | HEP P A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Bagnato, S.J., Kontos, S., & Neisworth, J.T. (1987). Integrated day care as special education: Profiles of programs and children. *Topics in Early childhood Special Education, 7*(1), 28-47.

Thirteen Handicapped Children's Early Education Program (HCEEP) day care programs that enrolled both handicapped and nonhandicapped youngsters collaborated in this descriptive research. The program characteristics surveyed included information on agency sponsorship, special children enrolled, legally regulated characteristics were obtained, logistics, family involvement, inservice training, and administrative satisfaction. Clinical perceptions of child status revealed that a wide range of developmental competencies had to be accomodated. Overall, a difference of at least one clinical category distinguished the handicapped and nonhandicapped groups.

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| Document number | 7 2 |
| Content Area | 9 18 11 1 |
| Audience | HEP P T A |
| Type/Format | OV 1 |
| Level/Setting | S C |

Bailey, D.B., & Winton, P.J. (1987). Stability and change in parents' expectations about mainstreaming. *Topics in Early Childhood Special Education, 7*(1), 73-78.

Families of children in mainstreamed environments have varying expectations associated with these integrated placements. Previous studies have described some of these expectations in a retrospective fashion.This article describes the expectations of families of both handicapped and nonhandicapped children into a day care center that had previously served only nonhandicapped youngsters. A follow-up assessment was conducted after nine months of mainstreaming. Stability and change in parents' expectations are described and the implication of the findings for planning individualized family services are discussed.

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# LRE CLEARINGHOUSE: Selected References

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|---|---|
| Document number | 309 |
| Content Area | 16 |
| Audience | T P HEP |
| Type/Format | ST 8 |
| Level/Setting | S C |

Barbe, W., Swassing, R., Dunn, R., & Dunn, K. (1985). Instructional methods: Modalities. In P.B. Guild & S. Garger (Eds.), *Marching to different drummers.* ASCD.

This chapter discusses differences in modality, generally referred to as the sensory channels through which a person receives and gives messages, and preferences among learners as a basis for describing the importance of variety in instructional techniques and methods.

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|---|---|
| Document number | 387 |
| Content Area | 4 6 7 16 11 |
| Audience | P T A RSP |
| Type/Format | RE ST OV 4 |
| Level/Setting | SC CO |

Beckstead, S. (1987). *Components of curriculum development in a community intensive model.* Unpublished manuscript. San Francisco: San Francisco State University, Dept. of Special Education, CIPSSI Project.

This packet is a sample of materials and procedures used by the CIPSSI staff in developing and implementing community-based programs for sensory impaired students. The forms are presented in a natural sequence with a brief narrative explaining how the forms are used. It is hoped that the reader will be able to use the information as a guide to developing other similar programs.

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| Document number | 352 |
| Content Area | 24 31 |
| Audience | T HEP |
| Type/Format | RE 4 |
| Level/Setting | SC CO WP |

Beckstead, S., & Goetz, L. (1990). *EASI Scale for Social Interaction: November 1990 Revision.* San Francisco, CA: California Research Institute, San Francisco State University.

This instrument is a step-by-step method for measuring social interactions between severely disabled and nondisabled students for research purposes. Included are instructions for data collection, data scoring, tips for success, and sample data sheets.

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|---|---|
| Document number | 358 |
| Content Area | 1 22 |
| Audience | P T A |
| Type/Format | PO OV ST 8 |
| Level/Setting | S C |

Biklen, D. (198?). Making difference ordinary. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education* (pp. 235-248). Baltimore: Paul H. Brookes.

In this chapter the author discusses how culture defines disability, and this definition profoundly influences people's lives. Knowledge of how culture defines disability suggests two broad strategies for school reform. First, educators, parents and students can attempt to better understand and eradicate handicapism in schools. Second, a consistent effort is needed to accomodate needs arising from disabilities, as with any differences among students that might effect learning.

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# LRE CLEARINGHOUSE: Selected References

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| Document number | 142 |
| Content Area | 16 18 24 15 |
| Audience | P T A |
| Type/Format | PO OV ST 8 |
| Level/Setting | S C |

Biklen, D., Corrigan, C., & Quick, D. (198?). Beyond obligation: students' relations with each other in integrated classes. In D.K. Lipsky & Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 207-221). Baltimore: Paul H. Brookes.

This chapter is based on accounts from children who were interviewed for the documentary videotape Regular Lives (1987). The purpose is to explore what it means for students with and without disabilities to be educated together. It examines their relationships with each other, and how they act when they are encouraged to spend time together, learn together, and appreciate each other. Strategies are identified and discussed which teachers employ to foster positive interactions between students, and lessons are noted that the students and their relationships conveyed to their teachers, parents and each other.

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| Document number | 119 |
| Content Area | 18 19 |
| Audience | HEP A T |
| Type/Format | PO 3 |
| Level/Setting | S C |

Biklen, D., Lehr, S., Searl, S. J., & Taylor, S. J. (1987). *Purposeful integration..Inherently equal.* Syracuse, NY: Syracuse University, The Center on Human Policy.

This paper covers the following topics:
- The principle
- Changing concepts
- What is integration?
- What integration means and what it doesn't mean
- Why integrate?
- Defining a good program
- How is placement determined?
- Taking concerns seriously
- Teasing and ridicule
- Getting the school ready
- Least restrictive environment
- LRE checklist

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| Document number | 178 |
| Content Area | 18 11 |
| Audience | P T A |
| Type/Format | ST 8 |
| Level/Setting | S C |

Biklen, D., & Searl, S.J. (1985). Parents. In D. Biklen (Ed.), *Achieving the complete school: Strategies for effective mainstreaming* (pp. 150-173). New York: Teachers College Press.

This chapter covers the broad range of situations, experiences, and strategies based on the experience of parents who have children with special needs. The authors conclude that good school/parent relations develop when the parent perspective is recognized and considered. The authors cite instances where parent involvement is working and identify practical strategies to foster parent involvement.

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| Document number | 64 |
| Content Area | 32 15 18 19 28 |
| Audience | P A HEP |
| Type/Format | PO 1 |
| Level/Setting | S C |

Blackman, H.P. (1989). Special education placement: Is it what you know or where you live? *Exceptional Children, 55*(5), 459-462.

This review of Danielson and Bellamy's article on federal data on segregated placement of students with disabilities points out the failings in many situations to live up to the intent of PL 94-142, which clearly sets forth the presumption in favor of regular class placement in regular school buildings for children with disabilities. The need to eliminate geographic and funding restrictions to placement of students with disabilites in the LRE is stressed.

# LRE CLEARINGHOUSE: Selected References

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|---|---|
| Document number | 67 |
| Content Area | 2 12 32 |
| Audience | A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Braaten, S., Kauffman, J.M., Braaten, B., Polsgrove, L., & Nelson, C.M. (1988). The regular education initiative: Patent medicine for behavioral disorders. *Exceptional Children, 55*(1), 21-27.

Implications of the regular education initiative (REI) for students with behavioral disorders (BD) are examined in the context of integration and the right to treatment. Arguments that BD students are being overidentified for special education are refuted. Labels for BD students are seen as important indicators of the seriousness with which professionals take their problems, not as the source of students' spoiled identities. Eligibility for services that encompass appropriate education, right to privacy, and implementation of appropriate interventions are viewed as particularly problematic issues related to realization of laudable goals of REI.

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| Document number | 88 |
| Content Area | 18 19 |
| Audience | HEP P A |
| Type/Format | OV 1 |
| Level/Setting | S C |

Brady, M.P., McDougall, D., & Dennis, H.F. (1989). The schools, the courts, and the integration of students with severe handicaps. *The Journal of Special Education, 23*(1), 43-58.

Numerous cases challenging the placement of severely handicapped students in nonintegrated programs are reaching the courts. These cases typically seek to establish whether integrated public schools present the least restrictive environment (LRE) for students with severe handicaps. In this paper, court case decisions supporting both integrated and nonintegrated placements as LRE are investigated. Specifically, the extent to which recent court decisions have influenced educational concepts of LRE for severely handicapped students is examined. The rationale for these decisions is presented and implications for special educators discussed.

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| Document number | 180 |
| Content Area | 18 11 |
| Audience | P T A |
| Type/Format | PO ST OV 8 |
| Level/Setting | SC CO WP |

Bronicki, G.J. "Buzz," & Turnbull, A.P. (1987). Family-professional interactions. In M. Snell (Ed.), *Systematic instruction of persons with severe handicaps.* Columbus, OH: Merrill.

This chapter discusses family and professional interactions assured and required by P.L. 94-142. Since legislation alone will not ensure collaboration among parents and professionals, the authors propose a family-systems perspective which encourages professionals to view students within the broader context of the family and recognize the true complexity of the family. It offers a framework that professionals can use to understand the resources, interactions, functions, and changing needs and actions of families.

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| Document number | 258 |
| Content Area | 6 18 20 |
| Audience | P RSP T |
| Type/Format | PO ST 1 |
| Level/Setting | SC CO WP |

Brown, L., Branston, M.B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *The Journal of Special Education, 13*(1), 81-90.

The main focus of this article is to present an empirical strategy for generating curricular content for severely handicapped adolescents and young adults which emphasizes the teaching of functional and chronological age-appropriate skills in natural environments. This "strategy" is a series of suggested actions in which a teacher might engage in order to determine curricular content for the particular individual in his/her classroom.

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| Document number | 12 |
| Content Area | 14 18 |
| Audience | P T A |
| Type/Format | PO 3 |
| Level/Setting | S C |

Brown, L., Long, E., Udvari -Solner, A., Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F. Gruenwald, L., & Jorgensen, J. (1988). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. *JASH, 14*(1), 1-7.

A student with severe intellectual disabilities would attend a home school if he/she were not disabled. Brown et al provide a rationale for this service delivery model. Four major reasons for converting to home schools are discussed. In addition, the feasibility of 11 types of social relationships occuring in home school versus clustered schools are discussed. Home schools prove to be more feasible. The primary focus is why students must attend their home schools.

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| Document number | 16 |
| Content Area | 14 15 |
| Audience | P HEP T A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Brown, L., Long, E., Udvari Solner, A., Schwarz, P., VanDeventer, P. Ahlgren, C., Johnson, F. Gruenewald, L., & Jorgensen, J. (1988). Should students with severe intellectual disabilities be based in regular or in special education classrooms in home schools? *The Journal of the Association for Persons with Severe Handicaps, 14*(1), 8-12.

The focus of this paper is whether students with severe intellectual disabilites should be placed in special education classrooms or in chronologically age appropriate regular classrooms in home schools. Ten challenging issues related to these two options are addressed.

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| Document number | 31 |
| Content Area | 18 33 |
| Audience | P HEP T A RSP |
| Type/Format | PO 8 |
| Level/Setting | W P |

Brown, L., Udvari-Solner, A., Long, E., Davis, L., Ahlgren, C., VanDeventer, P., & Jorgensen, J. (1988). *Integrated work: A rejection of the segregated enclave and mobile work crew.* Unpublished manuscript. Madison, WI: University of Wisconsin.

The integrated work environment option and enclave/mobile crew option are two models of vocational services for adults with severe intellectual disabilities compared on five dimensions. The purpose of this comparison is to communicate why these options are unacceptable and why the individually appropriate work environment option is superior and, therefore, should be available to all.

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| Document number | 311 |
| Content Area | 27 33 10 18 |
| Audience | P T A RSP HEP |
| Type/Format | PO ST 4 8 |
| Level/Setting | W P |

Brown, L., Udvari-Solner, A., Schwarz, P., Courchane, G., Kampschroer, E.F., Van Deventer, P., & Jorgensen, J. (1989). *A strategy for evaluating the vocational mileu of a worker with severe intellectual disabilities.* Unpublished manuscript. Madison, WI: University of Wisconsin and Madison Metropolitan School District.

This manuscript offers a vocational evaluation strategy to help ensure that a severely disabled student, trainee or worker experiences an individually appropriate integrated vocational opportunity. This strategy allows determination of specific factors that contribute to successful functioning so that sustained, effective and relevant training and service delivery models can be generated. Discussed are characteristics of the strategy, a seven step overview, suggested utilization sequence, forms and checklists for implementation.

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| Document number | 73 |
| Content Area | 9 11 |
| Audience | P A T RSP HEP |
| Type/Format | OV ST 1 |
| Level/Setting | S C |

Bryant, D.M., Ramey, C.T., Sparling, J.J., & Wasik, B.H. (1987). The Carolina approach to responsive education: A model for day care. *Topics in Early Childhood Special Education, 7*(1), 48-60.

This paper describes a comprehensive educational program for preschool children and their families. The model, named the Carolina Approach to Responsive Education, is a multidisciplinary approach to child and family services derived from a general systems theory of development. This educational approach is the result of a longitudinal research and development program designed to create a comprehensive system of family supports which, in turn, will have positive effects on the development of young children.

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| Document number | 138 |
| Content Area | 11 18 |
| Audience | P T |
| Type/Format | RE PO 3 |
| Level/Setting | S C |

Bunch, G. (1989). *Community school-based education of severely developmentally delayed students: Precis of an on-going study.* Unpublished paper. North York, Ontario, CANADA: York University.

The study described in this paper focuses on the initiation of mainstreaming severely and profoundly handicapped students from three school districts. The study is centered about four basic research questions:

1) What are the objectives of parents and educators in full mainstreaming for severely and profoundly disabled students?
2) Does tracking of parent and teacher objectives over time permit measurement of change in educational and social areas?
3) What are the elements of a service delivery model developed to support the practice full inclusion?
4) What type of programming occurs in the classroom to further the academic and social education of severely and profoundly disabled students?

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| Document number | 395 |
| Content Area | 15 18 24 |
| Audience | P T A |
| Type/Format | RE 3 |
| Level/Setting | SC CO |

Bunch, G. (1990). *Community school-based education of severely developmentally delayed students: Precis of an ongoing study.* Unpublished research study. North York, Ontario, CANADA: York University, School of Education.

This paper describes a three-year study which focused on fully mainstreaming students with severe and profound handicaps. Three Boards of Education supporting full inclusion policy and practice agreed to participate. The study centered around four basic research questions: (1) What are the objectives of parents and educators in full mainstreaming of students with severe and profound disabilities? (2) Does tracking of parent and teacher objectives over time permit measurement of change in educational and social areas? (3) What are the elements of a service delivery model developed to support the practice of full inclusion? (4) What type of programming occurs in the classroom to further the academic and social education of severely and profoundly disabled students?

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| Document number | 189 |
| Content Area | 18 28 |
| Audience | A |
| Type/Format | 2 |
| Level/Setting | S C |

Burger-McKinley, P., Nietupski, J., Hamre-Nietupski, S., & Erickson, K. (1988). *Preparing Schools for the Integrated Education of Students with Severe Handicaps: A Practical Guide for Building Administrators.* Instructional Programs, Division of Special Education Area Education Agency 7.

The following topics are covered in this guide:

- Who are Students with Severe Handicaps?
- What is Integration?
- Why Integration?
- How Can Principals Provide Leadership in Facilitating Integration?
- Common Questions and Concerns
- A Principal's Checklist of Integration Activities

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| Document number | 42 |
| Content Area | 18 28 32 |
| Audience | P T A |
| Type/Format | OV ST 9 |
| Level/Setting | S C |

Cajon Valley Union School District (1984). *Planning for Change*. Unpublished report. El Cajon, CA: Cajon Valley Union School District.

This report contains the report from the Committee on Integration of Students with Severe Disabilites. It contains information on the meaning of integration, educational factors, long-range planning information, classroom standards, and district policies pertaining to special education.

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| Document number | 20 |
| Content Area | 6 30 11 31 |
| Audience | P T A |
| Type/Format | ST 4 |
| Level/Setting | S C |

California Department of Education (198?). *Individual Critical Skills Model (ICSM): Conducting parent/care providers interviews*. Unpublished worksheets. Sacramento, CA: California Department of Education.

Worksheets are provided for community inventories, weekday schedules and activities, weekend activities, behavioral and basic functions information, parent/guardian preference, future activities and environments, summary of basic functions and critical activites in all curricular domains.

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| Document number | 97 |
| Content Area | 18 |
| Audience | P T A HEP |
| Type/Format | |
| Level/Setting | SC |

California Department of Education, Special Education Division, Program, Curriculum, and Training Unit. *The Special EDge*.

For write-ups that appeared in *The Special EDge* on California integration efforts, please contact (916) 442-7391 for copies of articles.

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| Document number | 139 |
| Content Area | 10 32 28 11 |
| Audience | P RSP HEP A |
| Type/Format | OV PO 4 |
| Level/Setting | SC CO WP |

California Regional Centers (1989). *California Regional Centers Journal, Special Edition*. Torrance, CA: Harbor Regional Center, Department of Community Affairs.

This special issue of the California Regional Center Journal contains a series of issue papers, addressing the California State Senate Resolution 9 which called for public hearings to look at the developmental services system as a whole. These papers ask questions and raise problems in the attempt to illuminate areas that must be considered if Regional Centers are to continue as a viable service coordinator for the clients and families they serve.

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| Document number | 314 |
| Content Area | 1 11 18 24 19 |
| Audience | P T A |
| Type/Format | ST PO OV 4 |
| Level/Setting | SC CO |

California Research Institute (1983). *Bay Area Conference on the Integration of Students with Severe Disabilities* (Proceedings). San Francisco, CA: San Francisco State University, CRI.

Proceedings of a two-day conference to assist Bay Area school districts with the process of integrating students with severe disabilities into regular schools. Introductory addresses were made by SFSU's Dean of Education Dr. Henrietta Schwartz, CRI Director Dr. Wayne Sailor, and by then CRI Field Team Leader Dr. Chesca Piuma. The focus of the first day was on strategies to promote positive attitudes toward severely disabled students and structured as well as unstructured interactions between severely disabled and non-disabled peers, through workshops on the following topics: disability education, teacher integration, and creating opportunities for social interaction. Panel participants included CRI staff, university faculty, parents, teachers, and Special Education Resource Network (SERN) staff. The second day's emphasis was on parent-educator collaboration toward integration best practices. Diane Lipton, a Richmond Unified School District parent and advocate for integration, and Dr. Sailor delivered opening remarks. Workshops were conducted on: responses to common questions about integration and on utilizing existing parent-community resources and organizations. A panel discussion addressed the topic of the legal imperative for integration. In addition, poster sessions were held at the close of each day which consisted of presentations, media, and information-sharing among Bay Area groups including CRI, SFSU Disabled Student Services, KIDS Project, The REACH parent trainers for integration, and the East Bay Teachers Group.

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| Document number | 330 |
| Content Area | 18 24 14 1 |
| Audience | P T A |
| Type/Format | OV 10 |
| Level/Setting | SC |

California Research Institute (1985). *Selected bibliography: Best practices for integration.* Unpublished reference list. San Francisco, CA: San Francisco State University, Author.

Items in this selected bibliography show the range and variety of material available on best practices for integration through accessible sources. Topics covered include peer interactions and social integration, age-appropriate regular schools, changing attitudes, interagency agency collaboration, and several other topics.

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| Document number | 331 |
| Content Area | 18 32 28 |
| Audience | P T A |
| Type/Format | OV 10 |
| Level/Setting | S C |

California Research Institute (1987). *Bibliography: Barriers to integration.* Unpublished reference list. San Francisco, CA: San Francisco State University, Author.

Items in this selected bibliography show the range and variety of materials available on barriers to integration available through accessible sources. Bibliography is broken down into the following categories: philosophy (what is integrated education for severely handicapped students); policies that facilitate integration; models of systems change (approaches to integration generated in a range of school systems); and general/ administrative issues.

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| Document number | 46 |
| Content Area | 18 24 29 |
| Audience | HEP P T A |
| Type/Format | RE PO OV ST 10 |
| Level/Setting | SC CO WP |

California Research Institute (1987). *Review of the literature - Years 1-5.* San Francisco, CA: San Francisco State University.

This review of the literature covers the following: best practices to facilitate integration, benefits of integration, social interactions between students with severe disabilites and their nondisabled peers, alternative methods of research, and transition to integrated postschool environments. The document includes a bibliography of the articles in the review, abstracts, and a chart listing the articles by type of document, locale, and descriptor.

# LRE CLEARINGHOUSE: Selected References

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|---|---|
| Document number | 37 |
| Content Area | 4 18 |
| Audience | P HEP T A |
| Type/Format | OV 10 |
| Level/Setting | CO WP |

California Research Institute (1987). *Sources of information on community-based programs.* San Francisco, CA: San Francisco State University.

This list contains references and publications as of 1987 on research in the area of community-based programs. A list of programs is provided.

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| Document number | 47 |
| Content Area | 18 |
| Audience | P RSP HEP T A |
| Type/Format | 10 |
| Level/Setting | SC CO WP |

California Research Institute (1989). *Selected bibliography: References on integration.* San Francisco, CA: San Francisco State University.

Items in this selected bibliography show the range and variety of material on integration that is readily available through accessible sources. Topics covered include rationale for integration, effective programmatic approaches, research on its effectiveness, and future directions.

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| Document number | 381 |
| Content Area | 22 15 12 |
| Audience | P T A RSP HEP |
| Type/Format | PO ST 1 |
| Level/Setting | SC CO |

California Research Institute (1990). Bridging the gap: Restructuring education in the 90s. *STRATEGIES, 1*(4), 7, 9.

This article discusses the California Research Institute's (CRI) effort in working with states and school districts throughout the United States, involved in innovative, systematic reform efforts, to enhance the education of students with disabilities. The Comprehensive Local School (CLS) model is described, and key variables related to the CLS restructured school are outlined at each level of schooling (i.e. elementary, middle school, secondary).

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| Document number | 118 |
| Content Area | 18 28 2 11 24 20 |
| Audience | P T A |
| Type/Format | ST 4 |
| Level/Setting | S C |

California Research Institute, PEERS, TASH TA (sponsors) (1988). *Strategies Conference: Systems, Techniques and Resources Towards Establishing Gateways in Integrating Every Student* (Proceedings). San Francisco, CA: San Francisco State University, CRI.

STRATEGIES, a jointly sponsored two-day conference, was provided to selected states with systems change grants or LRE initiatives, and to SELPAs served by PEERS. The keynote address was presented by Martin Gerry, president of the Policy Center for Children and Youth. A luncheon address was delivered by Office of Special Education Programs Director, Tom Bellamy.

Thirteen topical sessions were presented on : (1) school site preparation for quality integration, (2) systems change in the public schools to accomodate learners with disabilities, (3) issues in community referenced behavior management, (4) family/school collaboration, (5) creating and maintaining social interactions and friendships, (6) developing collaborative regular education-special education school site teams for effective education, (7) heterogeneous groupings, (8) administrative issues, (9) IFSP, IEP, ITP, (10) integrated rural service delivery, (11) issues on the provision of related services to students on integrated campuses, (12) preservice and inservice training: personnel preparation for a community intensive model, and (13) homecoming: returning students to district schools. These presentations were supplemented by handouts and, in some cases, training modules, which are available through CRI. One hundred seventy-five state department personnel, administrators, parents, teachers, and experts in the field attended the conference.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 23 |
| Content Area | 3 |
| Audience | RSP T A |
| Type/Format | OV RE 1 |
| Level/Setting | S C |

Caro, P & Snell, M. (1989). Characteristics of teaching communication to people with moderate and severe disabilities. *Education and Training of the Mentally Retarded, 24*(1), 63-77.

Research on language intervention in the natural environment was reviewed in relation to the variables of context, analysis of communicative behaviors, and intervention strategies. Two processes - ecologocal inventory and analysis of communicative behaviors are described. Training in the natural environment was advocated, as well as the complimentary use of skill clustering, natural environment teaching approaches, and reinforcer specificity

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| Document number | 317 |
| Content Area | 18 |
| Audience | P T A |
| Type/Format | OV 10 |
| Level/Setting | SC CO WP |

Center on Human Policy (1989). *Publications by Research and Training Center Staff and Associates* (Bibliography). Syracuse, NY: Center on Human Policy.

Bibliography of books, chapters and articles covering a wide variety of special education topics.

**Not available through the Center on Human Policy or through Human Policy Press. It is recommended that these publications be sought through your local library or Interlibrary Loan service.**

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| Document number | 318 |
| Content Area | 18 5 29 |
| Audience | P T A RSP |
| Type/Format | RE PO ST OV 10 |
| Level/Setting | SC CO WP |

Center on Human Policy (1989). *Resources and Reports on Community Integration* (Bibliography). Syracuse, NY: Center on Human Policy.

Bilbliography containing a variety of reports and resources on the integration of people with severe disabilities into community life. References are divided into the following categories: information packages, site visit reports, resource materials, advocacy reports, additional papers and articles.

**For a copy contact:**

**Center on Human Policy**
**Syracuse University**
**200 Huntington Hall, 2nd floor**
**Syracuse, NY 13244-2340**
**(315) 443-3851**

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| Document number | 384 |
| Content Area | 15 16 |
| Audience | P T A |
| Type/Format | OV ST 2 |
| Level/Setting | SC |

Circles of Inclusion Project (1990). *A handbook for planning and implementing the integration of young children with severe disabilities into mainstream montessori preschool and child care programs.* Unpublished manual. Lawrence, KS: Author, University of Kansas.

This one page sheet describes a handbook which is essentially an implementation manual that will assist programs interested in replicating a model which would provide for the inclusion of young children with severe and profound multiple disabilities into preschool and child care programs. The handbook is broken up into the following sections: Foundations - Understanding Integration in a Montessori Environment; Entering the Children's House - Working within a Montessori Classroom; Using Montessori Materials to Meet the Needs of Children with Severe Disabilities; Checklist for Implementing the Program; and Useful Documents and Forms.

**Contact directly to order handbook:**

**Donna Wickham**
**Research Coordinator**
**Circles of Inclusion Project**
**University of Kansas, Dept. of Special Education**
**3001 Dole**
**Lawrence, KS 66045**

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| Document number | 82 |
| Content Area | 11 5 |
| Audience | P |
| Type/Format | RE 1 |
| Level/Setting | CO |

Cole, D.A., & Meyer, L.H. (1989). Impact on needs and resources on family plans to seek out-of-home placement. *American Journal on Mental Retardation 93*(4), 380-387.

The decision to maintain a severely mentally retarded child in the home or to seek out-of-home placement is regarded as one aspect of family adaptation. As such, the decision is affected by numerous child-related stressors, preexistent family resources, and new sources of support. Parents with severely MR children still living at home were surveyed with regard to these variables and their plans for future child placement. The degree of external resource use was related to plans to maintain the child at home until age 21, over-and-above both child-related stressor and family resources. External resources were examined and rank ordered with regard to their usefullness to parents.

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| Document number | 404 |
| Content Area | 15 21 18 |
| Audience | P T A |
| Type/Format | PO OV 5 |
| Level/Setting | SC CO |

Colorado Department of Education (1990). *Learning together* [videotape order form]. Niwot, CO: Expectations Unlimited, Inc.

According to the descriptive brochure, this videotape was developed in response to numerous requests to demonstrate on tape the exciting experiences that Colorado schools are having in providing educational opportunities to students with severe to profound needs, in integrated learning environments. The tape depicts a variety of vignettes which reflect the evolutionary result of much team planning and effort to achieve the desired outcomes.

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| Document number | 323 |
| Content Area | 18 |
| Audience | RSP T A |
| Type/Format | RE PO OV ST 10 |
| Level/Setting | SC CO WP |

Community Integration Resource Group (1989). *Publications Catalog, 1989.* Bloomington, IN: Institute for the Study of Developmental Disabilities.

Publications list consisting of manuscripts, handbooks, manuals, resource guides, etc. covering a variety of topics on educating students with severe disabilities.

**For a copy contact:**

**Institute for the Study of Developmental Disabilities**
**Attn: OID**
**28853 E. 10th St.**
**Bloomington, IN 47405**
**(812) 855-6508**

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| Document number | 41 |
| Content Area | 18 19 14 20 |
| Audience | P A T |
| Type/Format | RE PO OV 3 |
| Level/Setting | S C |

Concerned Parents and Professionals for the Education of Students with Handicaps (1988). Appropriate education for students with handicaps – the neighborhood school for all: A challenge for action. *The Special Educator, 9*(2), 12-21.

This paper, the first in a series, deals with the critical issues related to the provision of special education in Utah. The paper is predicated on five philosophical values: 1. equal access, 2. right to service, 3. request for human dignity, 4. LRE, and 5. student centered decisions. The complete neighborhood school is described in three areas: 1. the student with the handicap, 2. the instructional program, and 3. the administrative, teaching, and support personnel.

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| Document number | 15 |
| Content Area | 6 18 |
| Audience | T A |
| Type/Format | ST 2 |
| Level/Setting | SC WP CO |

Council Bluffs Community School District (1988). *Curriculum guide for students with moderate, severe, and profound disabilities.* Council Bluffs, IA: Council Bluffs Community School District.

This curriculum, based on the Syracuse University Curriculum Guide, is divided into the following four settings or "domains": domestic, vocational, recreation/leisure, and community. The curriculum emphasizes the importance of regular and ongoing integration activities between handicapped and nonhandicapped persons to be prepared to live, work, and play together in their community.

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| Document number | 62 |
| Content Area | 18 19 |
| Audience | HEP A |
| Type/Format | RE 1 |
| Level/Setting | SC |

Danielson, L.C. & Bellamy, G.T. (1989). State variation in placement of children with handicaps in segregated environments. *Exceptional Children, 55*(5), 448-455.

Data provided by states over the past ten years demonstrates little change in the use of separate facilities for students with handicaps. However, state-to-state variation in reliance on the various educational placements is quite high, indicating far less stability in service patterns then the national data would suggest.

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| Document number | 80 |
| Content Area | 30 |
| Audience | RSP HEP |
| Type/Format | RE 1 |
| Level/Setting | CO |

Dattilo, J. (1987). Computerized assessment of leisure preferences: A replication. *Education and Training in Mental Retardation, 22*(2), 128-133.

An investigation was conducted to demonstrate the application of a computerized assessment procedure for determining the preferences of persons with severe handicaps. A boy with severe mental retardation served as the subject. The experimental apparatus consisted of a switch-activated micro-computer and a computer program designed to interpret the switch activations which produce three leisure activities. A single-subject multiple treatment design across three separate conditions was employed. The student participated in a series of 3-minute sessions during each condition. The results of the investigation supported earlier observations that the leisure preferences of persons with severe disabilities can be assessed.

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| Document number | 385 |
| Content Area | 22 12 11 |
| Audience | P T A |
| Type/Format | PO OV 3 |
| Level/Setting | SC CO |

Davis, D.T. (no date). *Culturally diverse individuals with disabilities.* Plantation, FL: The South Atlantic Regional Resource Center.

This paper is one in a series dealing with topics related to individuals with disabilities and their families, developed by staff at the South Atlantic Regional Resource Center. It includes sections on: culture ethnicity and race;melting pot versus cultural pluralism; demographics; impact of poverty; individual with disabilities education act; effective educational programs; and conclusions.

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| Document number | 61 |
| Content Area | 12 32 |
| Audience | HEP SDEP P A |
| Type/Format | OV ST 1 |
| Level/Setting | S C |

Davis, W.E. (1989). The regular education initiative debate: Its promises and problems. *Exceptional Children, 55*(5), 440-447.

This article examines the current parameters of this discourse, identifies specific problems and issues related to this debate, and suggests strategies for overcoming percieved obstacles and improving the overall dialogue. Particular attention is given to key groups. For example, one group focused on is local educators and students themselves, who have been largely excluded from the REI debate. Most of the suggested benefits of the REI movement will never accrue unless its present discourse is expanded to include these groups.

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| Document number | 321 |
| Content Area | 22 32 12 |
| Audience | P HEP T A |
| Type/Format | PO ST 4 |
| Level/Setting | SC CO |

Davis, W.E., & McCaul, E.J. (1990). *At-risk children and youth: A crisis in our schools and society* (Monograph). Orono, ME: Institute for the Study of At-Risk Students, University of Maine.

This monograph presents a synthesis of current concerns and information relative to at-risk children. Summarized and discussed are the major issues concerning contemporary definitions of at-risk, such as the history of concerns over at-risk children, general factors and concerns involved in placing children at-risk, contemporary issues regarding this population, and new perspectives to assist educational and social policymakers in their efforts to develop effective policies and programs for children and youth who are widely viewed as being at-risk of not only educational but also social failure.

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| Document number | 369 |
| Content Area | 15 24 16 2 28 |
| Audience | P T A |
| Type/Format | 2 4 |
| Level/Setting | S C |

Developmental Disabilities Institute (no date). *Michigan inclusive education project materials order form.* Detroit, MI: Author, Wayne State University.

Order form to receive manuals and publications from the Michigan Inclusive Education Project. Topics include Overview of Inclusive education, Inclusive Education - Planning Process, Community-Building in the Classroom, Instructional Process, Nonaversive Behavior Management in the Inclusive Classroom and Systems Change for Inclusive Schools.

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**Attn: Sandy**

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| Document number | 339 |
| Content Area | 18 2 1 |
| Audience | A HEP T |
| Type/Format | RE OV 3 |
| Level/Setting | S C |

Diemer, S.M. (1989). *Integrated education for students with severe disabilities and severe behavior problems in Oregon: A teacher survey of the current status and support needs.* Unpublished masters' thesis. Eugene, OR: University of Oregon, Research & Training Center.

This paper describes a research project which focused on the characteristics of support systems for students in Oregon with both severe mental retardation and severe behavior problems. The study addresses the prevalence of students with severe behavior disorders in Oregon; the topography of behavior encountered in the regular schools and the teachers' perceptions of these behaviors; the support systems available for these students in regular schools; and the teachers' perceptions of the adequacy of these supports.

| Document number | 394 |
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| Content Area | 27 33 20 |
| Audience | P RSP T |
| Type/Format | ST OV 2 |
| Level/Setting | CO WP |

Doering, K., Usilton, R., Farron-Davis, F., & Sailor, W. (1990). *Preparing people with severe disabilities to move from school to work and independent living.* Unpublished manual. San Francisco: San Francisco State University, Department of Special Education.

This manual was developed for educational personnel who are directly responsible for delivering quality vocational services to individuals with severe disabilities. The longitudinal planning process that is described addresses the following four major components: (a) the process for developing vocational goals and objectives; (b) rotational job sampling; (c) job site development, training, and evaluation; and (d) development of a work history profile. The major sections of this manual can be considered a procedural guide for professionals who are developing a community-based work training program.

| Document number | 370 |
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| Content Area | 4 16 12 |
| Audience | T A |
| Type/Format | ST 4 |
| Level/Setting | SC CO |

Doering, M.A., Hill, R., & Lee, M. (1987). *Administrative guidelines: Alameda Unified School District guidelines for a community intensive model.* Unpublished paper. San Francisco, CA: San Francisco State University, Department of Special Education.

This document was developed with administrators in Alameda USD, California to answer legal and safety concerns when implementing a community-based model of instruction. It includes sample forms, safety procedures and general considerations in setting up a community-based approach to instruction.

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| Document number | 183 |
| Content Area | 1 |
| Audience | P HEP T A |
| Type/Format | PO OV 1 |
| Level/Setting | SC CO WP |

Donaldson, J. (1980). Changing attitudes toward handicapped persons: A review and analysis of research. *Exceptional Children, 46*(7), 504-514.

This article reviews research on the modification of attitudes toward disabled persons in an attempt to delineate factors common to successful interventions. Several theoretical constructs are offered as explanations for successful interventions. These include a Lewinian model of attitude change, information processing and presenter credibility considerations, novel stimulus and discomfort reduction hypotheses, and the concept of empathic development. Practical applications of research implications are discussed, and suggestions for future research are given.

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| Document number | 93 |
| Content Area | 5 |
| Audience | HEP RSP P |
| Type/Format | RE 1 |
| Level/Setting | CO |

Eastwood, E.A. & Fisher, G.A. (1988). Skills acquisition among matched samples of institutionalized and community-based persons with mental retardation. *American Journal of Mental Retardation, 93*(1), 75-83.

Clients who had been moved from an institution to community settings were compared with matched clients who remained in the institution. Matching variables included age, sex, level of disability, etc. Results demonstrated that community clients surpassed institutional clients in social and cognitive skills, but not in daily living skills. Gains in social and cognitive skills by the community sample were conditioned by baseline skill levels and the presence of secondary disabilities. The nonimpaired clients and those with the fewest skills when relocated made the greatest gains. Institutional sample members' gains were uniform across all clients conditions, indicating possible rater bias.

LRE CLEARINGHOUSE: Selected References

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| Document number | 380 |
| Content Area | 12 16 |
| Audience | P T A |
| Type/Format | PO OV ST 1 |
| Level/Setting | S C |

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, October, 15-23.

The author in this article discusses the inequity that exists in public schooling in America. He puts forth that inequity in American education derives first and foremost from our failure to educate the children of the poor. Urban schools that teach poor children successfully have strong leadership and a climate of expectation that students will learn.

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| Document number | 132 |
| Content Area | 7 6 |
| Audience | RSP HEP T |
| Type/Format | RE 1 |
| Level/Setting | S C |

*Education of the Handicapped* (1990). Study points to factors in success of hearing impaired students. January, 9-10.

This article contains a brief argument by researchers in favor of utilizing challenging instruction in teaching reading, but not mathematics to hearing-impaired students. Survey results focus on effects of variables in curriculum design.

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| Document number | 55 |
| Content Area | 12 28 32 |
| Audience | A HEP |
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| Level/Setting | S C |

EFFECTIVE SCHOOLS RESEARCH

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- Unlabeled But Still Entitled: Toward More Effective Remediation
- When Does Research on Teaching Yield Implications for Practice?
- Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching
- Evaluation of Rural Special Education Services
- Effective Schools: A Review
- A Comparison of Academic Learning Time (ALT) For Mainstreamed, Low, Average and High Ability Students
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-Effective Schools, Classrooms, & Instruction, Implications for Special Education
- State Funding for Educational Reform
- Developing & Implementing an Instruct. Management System in Prince George's Co. Public Schools
- Programs of School Improvement: An Overview
- Creating Effective Schools: An Inservice Program for

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| Document number | 162 |
| Content Area | 18 16 20 |
| Audience | T |
| Type/Format | ST 3 |
| Level/Setting | S C |

Eichinger, J., Davern, L.,& Ayres, B. (1989). *Integrating students with severe handicaps: Cooperative learning works.* Syracuse, NY: Syracuse University, Division of Special Education and Rehabilitation.

This paper describes several exercises to aid teachers with cooperative learning presented at the December 7, 1989 TASH conference. It includes cooperatively structured activities for students, cooperative lesson descriptions, and comments from students about their experiences and feelings about cooperative learning.



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| Document number | 341 |
| Content Area | 5 10 29 |
| Audience | P RSP HEP |
| Type/Format | PO OV ST 1 |
| Level/Setting | CO |

Emerson, E.B. (1985). Evaluating the impact of deinstitutionalization on the lives of mentally retarded people. *American Journal of Mental Deficiency, 90*(3), 277-288.

This article puts forth that the evaluation of the impact of deinstitutionalization should be based upon a thorough analysis of the sociocultural values inherent in the movement and should reflect the nature of the relationship between evaluation research and social policy formation. This review of current evaluation practice indicates a general failure to provide information relevant to the agendas of policy makers and service consumers due to the investigation of a restricted range of outcomes, inattention to the ecological context of behavior, and a range of methological weaknesses. Promising directions in measuring quality of life and pertinent environmental variables were discussed.

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| Document number | 45 |
| Content Area | 18 12 14 21 |
| Audience | P T A |
| Type/Format | OV 1 |
| Level/Setting | SC |

Ence, R. (1989). Appropriate education for students with handicaps: Collaboration in neighborhood schools. *The Special Educator, 9*(3), 10-11.

This article, written by a regular education principal, reviews the integration process undertaken in Iron County, Utah. The impact and the advantages of the effort are described, as are the keys to success.

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| Document number | 177 |
| Content Area | 18 12 14 |
| Audience | P T A |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Essig, D.M. (1985). An opportunity, not a burden. *Educational Leadership, 43,* 68-70.

This article describes a regular education high school in Eugene, Oregon where severely handicapped students are integrated and have the support and acceptance of school staff, students, and community. It is narrated from the perspective of the school principal.

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| Document number | 382 |
| Content Area | 15 18 24 12 1 11 21 28 4 |
| Audience | P T A |
| Type/Format | OV 5 4 10 |
| Level/Setting | SC CO |

Expectations Unlimited, Inc. (1990). *Inclusion* (video and written products list). Niwot, CO: Author.

A products list offering a variety of videotapes, written materials and conference proceedings on the topic of inclusion, integration, and friendships between persons with and without disabilities.

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| Document number | 408 |
| Content Area | 15 18 14 21 7 |
| Audience | P T A RSP |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Family Support Bulletin (1991). *Katie blazes new trails... into first grade: Integration specialist assist Katie's integration* ("People in the News" article; first appeared in *Interface*, Nov./Dec. 1990). Washington, DC: United Cerebral Palsy Associations.

This one page article describes one student's journey, through the educational system, from a special class to almost entire inclusion within a regular education classroom.

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| Document number | 166 |
| Content Area | 18 11 26 |
| Audience | P T RSP |
| Type/Format | PO OV 1 |
| Level/Setting | SC CO |

FAMILY SUPPORT BULLETIN, FALL 1989

**To order contact: Cynthia Stone, Project KIDS, ARC/Arkansas Union Station Square Ste. 412, Little Rock, AR 72201 or call (501) 325-4464**

This issue of the *Family Support Bulletin* is devoted to articles by and for parents of children with disabilities. Included are the following:

- Celebration of Family Conference: A Success
- Community and Family Support in Louisiana From Vision to Legislation in 14 Months
- Wisconsin I.C.C. Adopts Guiding Principals for Infants, Toddlers and Families
- A Mother's Perspective on the IFSP
- Parents' Role in Stimulating their Infant's Development
- Child Talk
- Communicating with Parents: A Physician Speaks
- Is Your Child Going Home?
- Kids Are Kids: Integrated Day Care Works
- Parent Guidelines for Preschool Selection from Project K.I.D.S.
- Techniques for School Integration for Children with Severe/Multiple Disabilities
- "Special Latchkey" Program: Integrated After School Care in St. Louis, MO
- Baby Tech... It's Here!!
- Care for the Caretaker
- Parent to Parent: Successful Features
- A Very Special Status: Siblings
- Sibling Information Network
- DD Council Need Your Input on 1990 Reports
- Families of Children with HIV Infection
- New Consumer Products Make Life More Livable for

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| Document number | 56 |
| Content Area | 18 19 |
| Audience | P T A |
| Type/Format | OV 3 |
| Level/Setting | S C |

Farlow, L., Fisher, M., Snell, M., Janssen, C. & Sailor, W. (1986) *What is the least restrictive environment?: Questions and answers for administrators, parents and teachers.* Charlottesville, VA: University of Virginia, Dept. of Curriculum, Instruction & Special Education.

This is a series of commonly asked questions about LRE/integration by administrators, parents, and teachers. Answers to the questions are provided.

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| Document number | 372 |
| Content Area | 18 24 |
| Audience | P T A HEP |
| Type/Format | RE 8 |
| Level/Setting | S C |

Filler, J., Goetz, L., & Sailor, W. (1986). *Factors which predict opportunities for interaction between students with severe disabilities and their nondisabled peers.* Unpublished manuscript. San Francisco, CA: California Research Institute, San Francisco State University.

This study investigated factors related to teacher estimates of daily contact between students with severe disabilities and their nondisabled peers. The results indicated that students who attended integrated schools spent proportionally more time in contact with nondisabled peers than did students who attended segregated schools. Discussion focused upon relevance of these factors for placement decisions as well as for subsequent opportunities for interaction.

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| Document number | 14 |
| Content Area | 18 28 |
| Audience | P T A |
| Type/Format | OV PO 3 |
| Level/Setting | S C |

Flynn,G., & Kowalczyk-McPhee, B. (198?) *A school system in transition.* Unpublished manuscript. Kilchner, Ontario, CANADA: Waterloo School Board.

The authors describe the process of changing a total schools system to support integration. The goals for such a change, the impetus, the planning process, and how the system's beliefs had major implications for adminstrative decisions are discussed. The authors state that a school system cannot talk about integrating its students without the school culture talking about and implementing those beliefs. Three case histories of integration in action are provided.

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| Document number | 161 |
| Content Area | 18 6 24 |
| Audience | T A |
| Type/Format | ST 8 |
| Level/Setting | S C |

Ford, A., & Davern, L. (1989). Moving forward with school integration: Strategies for involving students with severe handicaps in the life of the school. In R. Gaylord-Ross (Ed.), *Integration strategies for students with handicaps.* Baltimore: Paul H. Brookes Publishing Co.

This article accurately describes exactly what integration means and how it can be done. Five examples of educational activities and innovations reflect integration as it refers to students with severe handicaps. Samples of what these activities address include adapting curriculum, the importance of friendships, and redefining educational space. The realization of these activities can be an important step forward in the striving integration process.

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| Document number | 145 |
| Content Area | 18 16 4 |
| Audience | RSP P T |
| Type/Format | ST RE PO 1 |
| Level/Setting | SC CO WP |

Ford, A., & Mirenda, P. (1984). Community instruction: A natural cues and corrections decision model. *Journal of The Association for Persons with Severe Handicaps, 9*(2), 79-88.

This article focuses on community environments and the rich variety of stimuli they offer, to which severely handicapped students must learn to respond. The authors state that teaching procedures are needed that will draw a student's attention to the relevant cues and corrections as they naturally occur in the community. A decision model is presented which should allow teachers to intervene more systematically when students fail to respond to relevant cues and corrections.

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| Document number | 362 |
| Content Area | 15 |
| Audience | P T A |
| Type/Format | PO 1 |
| Level/Setting | SC |

Forest, M. (1988). Full inclusion is possible. *IMPACT, 1*(2), 3-4.

This article discusses the philosophical foundation and implications of full inclusion.

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| Document number | 11 |
| Content Area | 18 24 16 |
| Audience | P T |
| Type/Format | PO ST 8 |
| Level/Setting | S C |

Forest, M. & Lusthaus, E. (198?) *The kaleidoscope: Each belongs quality education for all.* Unpublished manuscript.

The authors discuss the assumptions about people and learning upon which integration is based. Circles of Friends is described as the heart of integration. A case study is provided. The MAPS system of day-to-day progamming for the integrated student is also described.

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| Document number | 8 |
| Content Area | 15 24 6 16 |
| Audience | P T |
| Type/Format | ST 3 |
| Level/Setting | S C |

Forest, M., & Snow, J. (1986) *MAPS/The McGill Action Planning System.* Unpublished papers.

MAPS is a tool, a system, a process, and a method to help teachers and parents schools' plan for the integration of students with challenging needs into regular age-appropriate classes.

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| Document number | 105 |
| Content Area | 20 |
| Audience | HEP T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Frank, A. R., Keith, T.Z., Steil, D. A. (1988). Training needs of special education paraprofessionals. *Exceptional Children, 55*(3), 253-258.

A primary purpose of this investigation was to identify those tasks that special education teachers rate as important for their paraprofessionals to be able to complete. In addition, teachers were asked to rate their paraprofessionals' skills in completing tasks rated as important. The effects on ratings of program instructional model and age of students served also were examined. Only two tasks (prepare materials and help practice skills) were rated as important by every group of special education teachers. Other findings suggest that paraprofessionals need to have different competencies, depending on the type of educational setting in which they are employed.

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| Document number | 333 |
| Content Area | 28 18 32 |
| Audience | P A HEP RSP |
| Type/Format | RE ST PO OV 4 |
| Level/Setting | SC CO WP |

Freagon, S., & Peters, W.M. (1986). *A design for school & community integration of Illinois' children and youth identified as severely handicapped.* Unpublished report. DeKalb, IL: Northern Illinois University.

This report contains a design for state-wide school and community integration, as envisioned, proposed and implemented in the state of Illinois.

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| Document number | 70 |
| Content Area | 6 16 4 18 |
| Audience | P T A HEP |
| Type/Format | RE ST 8 |
| Level/Setting | SC CO WP |

Gee, K., Graham, N., Lee, M., & Goetz, L. (1987). *Acquisition of basic sensory and motor skills within natural, integrated contexts with students facing the most serious challenges.* Unpublished manuscript. San Francisco, CA: San Francisco State University. Department of Special Education.

This manuscript describes an experimental study which used time series analysis to evaluate the Community Intensive Programs for the Students with Sensory Impairments (CIPSSI) curriculum process. The purpose of the study was to determine whether students considered to be the most seriously challenged and medically fragile can learn new behaviors which are part of ongoing routines in age-appropriate activities.

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| Document number | 360 |
| Content Area | 24 16 2 20 |
| Audience | P T A RSP |
| Type/Format | PO OV ST 6 |
| Level/Setting | SC CO |

Gibbs, J. (1986), *Tribes: A process for social development and cooperative learning* (order form for book and description of training program). Pleasant Hill, CA: Center for Human Development.

This book is written for teachers, counselors, and youth leaders who believe in involving young people in creating a supportive climate to enhance self-esteem, responsible behavior and academic achievement. It includes chapters on cooperative learning groups, resources and planned activities.

Training program enables a participant to conduct training in the use of the Tribes process for school districts, agencies, one's private business and for the center for Human Development.

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| Document number | 4 |
| Content Area | 18 11 6 |
| Audience | P T A |
| Type/Format | RE PO 8 |
| Level/Setting | S C |

Goetz, L., Anderson, J., & Laten, S. (1989). Facilitation of family support through public school programs. In G. Singer & L.K. Irving (Eds.), *Family support services*. Baltimore: Paul H. Brookes.

This chapter focuses specifically on two educational practices the school program can engage in that foster family support: curriculum development and delivery of direct instruction in functional skills within an integrated school context. In addition, the school's role in providing support services adjunctive to the educational process are considered. The focus is on school-age children ages 3 to 16 with severe and profound disabilities and their families.

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| Document number | 150 |
| Content Area | 3 16 |
| Audience | RSP HEP T |
| Type/Format | RE 1 |
| Level/Setting | SC CO |

Goetz, L., Gee, K., & Sailor, W. (1985). Using the behavior chain interruption strategy to teach communication skills to students with severe disabilities. *JASH, 10*(1), 21-30.

In this study two adolescents with severe disabilities were taught pictorial communication skills using an interrupted behavior sequence strategy. The independent variable involved insertion of a typical operant instructional trial for teaching communication skills into the midst of ongoing predictable sequences of behaviors rather than at the beginning of the task performance. Results indicated the strategy was effective, and are discussed in terms of motivational factors and in terms of potential application of strategy in community settings.

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| Document number | 137 |
| Content Area | 6 16 |
| Audience | P A |
| Type/Format | RE 6 |
| Level/Setting | S C |

Goetz, L., Guess, D., & Stremel-Campbell, K. (1987). *Innovative program design for individuals with sensory impairments.* Baltimore: Paul H. Brookes.

This book is intended to address a perceived gap in the growing literature concerning educational services for persons with disabilities: the provision of "most promising practices" in education for persons with severe dual sensory impairments. It defines who individuals with sensory impairments are, addresses program planning, presents a model for teaching functional use of residual vision, offers innovative, yet distinctly different instructional approaches and methods that are appropriate to the education of students with dual sensory impairments, and discusses the role of evaluation in making ongoing revisions in educational services in order to improve program quality.

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| Document number | 375 |
| Content Area | 22 6 28 32 |
| Audience | P T A HEP |
| Type/Format | PO ST 1 |
| Level/Setting | S C |

Goodlad, J.I., & Oakes, J. (1988). We must offer equal access to knowledge. *Educational Leadership,* February, 16-22.

In this article the authors discuss the need to reconsider the questionable notion that individual learning differences call for radically differentiated curriculums. They assert that powerful misconceptions about learning and individual differences must be rejected, and that the structure of schools these misconceptions have led us to create must be reconceived.

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| Document number | 91 |
| Content Area | 1 |
| Audience | HEP P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Graffi, S., & Minnes, P.M. (1988). Attitudes of primary school children toward the physical appearance and labels associated with down's syndrome. *American Journal on Mental Retardation, 93*(1), 28-35.

Attitudes of 80 kindergarten and 80 third-grade subjects responding to videotape excerpts of children both with and without Down syndrome and with and without a label and description of "mentally retarded" were examined. Multivariate analyses of variance indicated that subjects were significantly less positive in their affective evaluations toward target children labeled and described as mentally retarded. Third-grade children were significantly more negative in their affective responses toward children with Down syndrome, and kindergarten children were more positive in their evaluations of such children. Reasons for lack of significant gender and contact differences were discussed.

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| Document number | 359 |
| Content Area | 18 16 |
| Audience | T P RSP |
| Type/Format | ST 3 |
| Level/Setting | S C |

Graham, N., Gee, K., Lee, M., Goetz, L., & Beckstead, S. (1987). *Students with significant challenges: Choosing and developing integrated activities in the elementary school.* Unpublished manual. San Francisco: San Francisco State University, Department of Special Education.

The intent of this manual is to discuss considerations for using integrated school enviornments as effective instructional contexts for severely disabled students who have significant sensory and/or motor challenges. The goal of this manual is to provide a range of practical examples for educators in response to the question: "How can I use age-appropriate integrated environments to meet the specific educational needs of students who have multiple significant challenges?"

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| Document number | 125 |
| Content Area | 18 28 10 |
| Audience | T A |
| Type/Format | RE ST 2 |
| Level/Setting | S C |

Gurry, S.E. & Brookline Public Schools (1988). *Integration of students with severe handicaps into the Brookline Public Schools: A manual for school staff.* Unpublished manuscript. Cambridge, MA: Integrated Program at Pierce School & Lesley College Graduate School.

This manual provides information on integration of students with severe disabilities into public schools based on current theory and practices in special education. It focuses on the Brookline Integrated Program located at Pierce School (K-8) in Brookline, Massachusetts.

The program description and role of the regular classroom and other school staff are described at this site. An evaluation of integration efforts, as well as successful integration strategies are included.

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| Document number | 186 |
| Content Area | 28 12 18 |
| Audience | A |
| Type/Format | OV 8 |
| Level/Setting | S C |

Hall, G. (1987). *The principal as leader of the change facilitating team.* Unpublished manuscript. Gainesville, FL: Department of Educational Leadership, R&D Center on School Improvement, University of Florida.

Principles make a significant difference in successful integration. The goal of this paper is to illustrate the principal's lead in change efforts, the Change Facilitating Team, and the style of the Change Facilitator. Included are strategies for analyzing interventions, intervention taxonomy, intervention anatomy, and roles for change through integration.

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| Document number | 154 |
| Content Area | 3 16 |
| Audience | RSP T P |
| Type/Format | PO ST 1 |
| Level/Setting | SC CO WP |

Halle, J. (1982). Teaching functional language to the handicapped: An integrative model of natural environment teaching techniques. *JASH, 7*, 29-37.

This article discusses the finding that almost without exception, language training programs for moderately and severely handicapped individuals recommend use of structured sessions in distraction-free settings. Three different, but overlapping, training procedures have been developed and proven experimentally to produce language in the everyday setting. Each procedure is described and discussed in terms of how it contributes to an integrative model of natural environment language training.

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| Document number | 155 |
| Content Area | 3 16 |
| Audience | RSP P T |
| Type/Format | PO OV 1 |
| Level/Setting | SC CO WP |

Halle, J. (1987). Teaching language in the natural environment: An analysis of spontaneity. *JASH, 12*(1), 28-37.

In this article, a rationale for the importance of analyzing spontaneous language use by persons with severe disabilities is offered. Definition represents the first barrier. A continuum of cues that occasion language responses is recommended to resolve definitional ambiguities. The same continuum can be invoked for training purposes. Three recent studies representing state-of-the-art procedures for teaching spontaneous language use are reviewed. Finally, future directions for conceptualizing, analyzing, and teaching spontaneous language use are discussed.

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| Document number | 173 |
| Content Area | 3 16 |
| Audience | RSP P T |
| Type/Format | PO ST 8 |
| Level/Setting | CO |

Halle, J. (no date). *Adopting the natural environment as the context of training* (chapter).

This chapter discusses the need for systematic communication intervention for adults with mental retardation and advocates an increased emphasis on environmental factors related to language assessment and intervention. The author discusses the importance of a shift in the way assessment and intervention presently occurs to promote a strategy for emphasizing the effects of environmental factors in language production.

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| Document number | 172 |
| Content Area | 3 16 24 |
| Audience | RSP HEP T |
| Type/Format | RE 1 |
| Level/Setting | SC |

Halle, J.W., & Holt, B. (no date). *Stimuli that control responding in the natural environment.* Champaign, IL: University of Illinois at Urbana-Champaign and Champaign School District

In this study, four young adults who were moderately retarded were taught to include "please" as part of requests they made in school. Four environmental stimuli, present during training, were assessed for the controlling properties they acquired. The implications of the results are discussed in terms of analyzing stimulus control and promoting stimulus-generalization.

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| Document number | 171 |
| Content Area | 16 |
| Audience | RSP HEP T |
| Type/Format | RE 1 |
| Level/Setting | SC CO WP |

Halle, J.W. (no date). *Identifying stimulii in the natural environment that control verbal responses.* Champaign, IL: University of Illinois at Urbana-Champaign.

In this study, two students who were moderately retarded were taught to label a coin. Eight environmental stimuli that were present during training were identified. The effect of each stimuli on the occurrence of the response was assessed prior to and after training by presenting the remaining seven stimuli and altering only the target stimulus. The implications of the findings are discussed in terms of stimulus control and generalization.

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| Document number | 133 |
| Content Area | 16 1 28 14 |
| Audience | T A |
| Type/Format | ST 4 |
| Level/Setting | SC CO WP |

Halvorsen, A. (1990). *Ability awareness education: Introduction to jigsaw material.* Presented at the Special Education Summer Innovation Institute on School Site Teams and Implementation. Hayward, CA: PEERS Project, California State University, Hayward.

This material is presented in the form of a jigsaw cooperative learning activity. Its purpose is to provide adults with information about ability awareness education. It can be used to provide accurate information to all audiences of nondisabled persons regarding people with disabilities. This activity can be used to provide opportunities to practice and/or plan ability awareness activities by home teams to take back to their local schools or programs.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 405 |
| Content Area | 18 31 10 |
| Audience | T HEP |
| Type/Format | RE ST 4 |
| Level/Setting | S C |

Halvorsen, A., Beckstead, S., & Goetz, L. (1990). *Schedule analysis of integrated instruction.* Hayward, CA: California State University, Hayward, PEERS Project, San Francisco State University. California Research Institute.

This written product is a research instrument designed to collect data regarding percentage of time spent across environments of join school activities, regular education classroom, and community where opportunity exists for contact with non-disabled peers based on a weekly schedule for students with severe disabilities who attend elementary, middle or secondary integrated schools.

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| Document number | 147 |
| Content Area | 11 29 33 3 10 |
| Audience | P T A HEP RSP |
| Type/Format | RE OV ST 8 |
| Level/Setting | SC CO WP |

Halvorsen, A., Doering, K., Farron-Davis, F., Usilton, R., & Sailor, W. (1989). The role of parents and family members in planning severely disabled students' transitions from school. In G. Singer & L. Irvin (Eds.), *Support for caregiving families* (pp. 253-267). Baltimore: Paul H. Brooks.

This chapter addresses: the rationale for transitional services to severely disabled students and their families in terms of support needs; the philosophy, purpose, and design of the proposed service model; outcomes for graduates in the San Francisco Bay Area as well as empirical data from similar transition programs; and future directions for both practitioners & researchers.

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| Document number | 400 |
| Content Area | 1 21 18 11 24 |
| Audience | P T A |
| Type/Format | OV ST 7 |
| Level/Setting | S C |

Halvorsen, A. (ED.) (1983). *Proceedings of the bay area conference on the integration of students with severe disabilities* (LRE Module 1). Hayward, CA: California State University, Hayward, PEERS Project, and San Francisco State University, California Research Institute.

These proceedings are of a two-day conference designed to assist Bay Area school districts with the process of integrating students with severe disabilities into regular schools. The focus of the first day was on strategies to promote positive attitudes towards severely disabled and nondisabled peers. The second day's emphasis was on parent-educator collaboration toward integration best practices.

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| Document number | 107 |
| Content Area | 29 18 12 17 22 |
| Audience | P T A RSP |
| Type/Format | OV PO ST 7 |
| Level/Setting | S C |

Halvorsen, A. (Ed.) (1984). *Proceedings of the conference on the transition of students with severe disabilities into the integrated school environments* (LRE Module II). Hayward, CA: California State University, Hayward, PEERS Project, & San Francisco State University, California Research Institute

These proceedings are of a two-day conference to assist districts and county programs with the development of their transition plans for integrating students with severe disabilities into regular schools. The conference focused on issues related to integration transitions, including: (a) benefits of integration; (b) advance planning and information provision; (c) space considerations; (d) student factors; (e) related service delivery; (f) changing roles and responsibilities; (g) site preparation; and (h) longitudinal planning.

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| Document number | 144 |
| Content Area | 18 4 14 17 11 20 24 29 |
| Audience | P T A RSP HEP |
| Type/Format | PO OV 8 |
| Level/Setting | SC CO WP |

Halvorsen, A., & Sailor, W. (1990). Integration of students with severe and profound disabilities: A review of research. In R. Gaylord-Ross (Ed.), *Issues and research in special education* (pp. 110-172). New York: Teachers College Press.

This chapter focuses on existing research and on various published positions which form the background for integration for students with severe and profound disabilities, including investigation of factors which predict access to integrated opportunities; outcomes associated with integration; and validated "best practice" strategies to facilitate these outcomes.

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| Document number | 399 |
| Content Area | 21 1 10 18 20 24 |
| Audience | P T |
| Type/Format | ST 7 |
| Level/Setting | S C |

Halvorsen, A., Smithey, L., & Neary, T. (1988). *Developing collaborative regular education-special education school site teams for effective integration* (STRATEGIES Conference, Module 1). Unpublished document. Hayward, CA: California State University, Hayward, PEERS Project.

This module is designed for training local school site teams composed of general and special educators and parents who wish to enhance integration at their preschool, elementary, or secondary site. The module content emphasizes skills and strategies needed to plan for and implement effective integrationof students with severe disabilities into the daily life of general school environments at all levels.

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| Document number | 8 5 |
| Content Area | 28 18 11 21 |
| Audience | P T A RSP |
| Type/Format | ST 1 |
| Level/Setting | S C |

Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1988). Parent/professional partenrships in advocacy: Developing integrated options within resistive systems. *The Journal of the Association for Persons with Severe Handicaps, 13*(4), 251-259.

The lack of integrated educational options in many communities suggests the need for continued advocacy efforts with local school districts. The case made here that parents and professionals working in concert can form a more effective advocacy partnership, particularly when districts present resistance to integrated options. Strategies for obtaining integrated options through advocacy partnerships are suggested, and examples are provided, as well. The strategies are drawn from direct experience as well as from recommendations in the professional literature.

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| Document number | 2 2 |
| Content Area | 18 6 21 |
| Audience | T A |
| Type/Format | ST 1 |
| Level/Setting | S C |

Hamre-Nietupski, S., Nietupski, J., Ayres, B., Savage, M., Mitchell, B., & Bramman (1989). Enhancing integration of students with severe disabilities through curricular infusion: A general/special educator partnership. *Education and Training of the Mentally Retarded, 24*(1), 78-88.

Curricular infusion involves the inclusion of information and experiences concerning students with severe disabilites at natural points throughout the general education curriculum. The process employed in middle school science and social studies classes is discussed. Suggestions for implementing across other grade levels and specific examples of infused activities are provided. Future research and policy directions about curricular infusion are suggested.

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| Document number | 312 |
| Content Area | 18 24 6 |
| Audience | P T |
| Type/Format | RE PO OV ST 10 |
| Level/Setting | SC CO |

Hamre-Nietupski, S., Nietupski, J., & Haltmeyer, K. (1987). *Project integration: References related to integrating students with severe handicaps with nonhandicapped peers.* Unpublished manuscript. Cedar Falls, IA: University of Northern Iowa.

This manuscript is a compilation of the following: a) peer tutoring references; b) peer partner references; c) references on curricular infusion and sensitizing all students to individual differences; d) references on integrating students with severe disabilities into regular classrooms; e) references on friendships between students with severe handicaps and nonhandicapped peers; and f) general references related to integration of students with severe handicaps with nonhandicapped peers.

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| Document number | 129 |
| Content Area | 11 18 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Hanline, M.F., Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcomming artificial barriers. *Exceptional Children 55*(6), 487-492.

The parents of 14 students with disabilities in the San Francisco Bay Area were interviewed regarding the support they received during their child's transition to an integrated educational setting. They were asked to rank their satisfaction in educational placement, level of parent involvement, perception of integration effects, and facilitative responses to parent concerns.

Integration is stressful for both the student and the parent, and this article shows the disadvantages and positive effects of this process.

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| Document number | 398 |
| Content Area | 18 24 1 |
| Audience | P T A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Hanline, M.F., & Murray-Seegert, C. (1984). Integrating severely handicapped children into regular public schools. *Phi Delta Kappan*, December, 273-276.

In this article the authors discuss the integration of students with severe disabilities with their non-handicapped peers, from the perspective of providing a supportive environment where youngsters from both groups can play and grow as well as learn from each other. They discuss several informal strategies that can help to promote successful integration, including structured social interactions.

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| Document number | 376 |
| Content Area | 18 9 11 29 4 6 12 19 32 |
| Audience | P T A |
| Type/Format | PO OV ST 4 |
| Level/Setting | SC CO WP |

Hanson, M., Farron-Davis, F., Hunt, P., & Doering, K. (1988). *The Individualized Family Service Plan (IFSP)/ The Individualized Educational Program (IEP)/ The Individualized Transition Program (ITP)*. Unpublished papers. San Francisco, CA: California Research Institute, San Francisco State University.

This written product is comprised of 3 papers which provide an overview of the planning and documentation processes for the Individualized Family Service Plan, the Individualized Educational Program, and the Individualized Transition Program.

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| Document number | 13 |
| Content Area | 5 27 29 33 |
| Audience | P T A RSP |
| Type/Format | RE OV 1 |
| Level/Setting | SC CO WP |

Haring, K.A., Lovett, D.L. (1990). A follow-up study of special education graduates. *The Journal of Special Education, 23*(4), 463-477.

This study investigated the vocational and community adjustment of 129 special education high school graduates.

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| Document number | 110 |
| Content Area | 11 1 |
| Audience | P T |
| Type/Format | RE 3 |
| Level/Setting | S C |

Haring, K. A., Lovett, D. L., Saren, D. (1991). Parent perceptions of their adult offspring with disabilities. *Teaching Exceptional Children, Winter*, 6-10.

The relationship between parents' perceptions and the adult adjustment of students with disabilities is largely unexplored. In a recent follow-up study conducted by the authors (Haring & Lovett, in press; Haring, Lovett & Smith, in press), parent involvement and perception were surveyed. This paper presents only the parent data interpreted to assist teachers in addressing parent concerns; additional results are available elsewhere. The results of the survey shed light on how parents perceive their involvement in the education and adult adjustment of their offspring. These results suggest ways in which special education staff can be more sensitive to parental concerns, and also encourages parent involvement in program decisions.

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| Document number | 393 |
| Content Area | 18 19 32 |
| Audience | A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Haring, K., Farron-Davis, F., Karasoff, P., Zeph, L., Goetz, L., & Sailor, W. (in press). LRE and the placement of students with severe disabilities. *Journal of The Association for Persons with Severe Handicaps.*

This study addresses the issue of state variability in the placement of students with disabilities in integrated versus segregated settings (students with disabilities only). The study examines actual placement patterns of students with severe disabilities ("severely handicapped") in a small, select sample of states in order to more closely identify and analyze factors that might influence national monitoring and reporting of LRE issues. The results of the study suggest that the means by which states collect child count data to report to the federal governement under Section 618 of the Educational of the Handicapped Act are inadequate to meet present informational needs.

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| Document number | 24 |
| Content Area | 1 24 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Haring, T., Breen, C., Pitts-Conway, V., Lee, M., & Gaylord-Ross, R. (1987). Adolescent peer tutoring and special friend experiences. *The Journal of the Association for Persons with Severe Handicaps, 12*(4), 280-286.

Fifteen high school peer tutors and 15 "special friends" interacted daily for a semester with a class of nine students with severe disabilities. Two measure systems were employed: an attitude survey and social behavior probes. In general, statistical comparisons of the groups indicated that serving as a peer tutor was equivalent to serving as a "special friend" across the two measures.

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| Document number | 402 |
| Content Area | 24 18 |
| Audience | P T |
| Type/Format | PO RE OV ST 4 1 |
| Level/Setting | SC CO WP |

Haring, T., Falvey, M., Roger, B., & Pitts-Conway, V. (1988). *Social interactions/friendships.* San Francisco, CA: California Research Institute, San Francisco State University.

This document provides information regarding recent development efforts to create an expanded range of interpersonal relationships for students with severe disabilities. Packet includes Strategies Conference, September, 1988 proceedings on creating and maintaining social interactions and friendships; "Adolescent Peer Tutoring and Special Friend Experiences" article by Haring, Breen, Pitts-Conway, Lee & Gaylord-Ross (1987); and "Social Relationships" article by Haring.

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| Document number | 58 |
| Content Area | 5 |
| Audience | HEP P |
| Type/Format | RE 9 |
| Level/Setting | SC CO |

Hauber, F., Bruininks, R., Wieck, C.A. Sigford, & Hill, B. (1981). *1978-1979 in-depth national interview survey of public and community residential facilities for mentally retarded persons: Methods and procedures* (Project Report No.11). Minneapolis, MN: University of Minnesota.

This report is part of a national study of residential facilities and homes serving mentally retarded persons. Data presented will provide state and federal policy makers with information on the current trends and status of deinstitutionalization in the United States.

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| Document number | 89 |
| Content Area | 18 4 6 |
| Audience | T A |
| Type/Format | ST 2 |
| Level/Setting | S |

Hawaii Department of Education (1989). *Hawaii guidelines for community-based instruction for special education students with moderate and severe handicaps.* Unpublished manuscript. Honolulu, HI: Hawaii State Department of Education.

This procedural handbook is targeted for individuals who plan to implement community-based instruction at their schools.

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| Document number | 357 |
| Content Area | 7 11 |
| Audience | P |
| Type/Format | OV 4 |
| Level/Setting | C O |

Helen Keller National Center (1990). *Technical Assistance Center Newsletter,* Spring/Summer Issue (plus information materials packet). Sands Point, NY: Author.

This information packet contains information about the Helen Keller National Center – Technical Assistance Center (HKNC-TAC). It contains their Spring/Summer 1990 newsletter, descriptive materials about the center and its technical assistance services, an application for technical assistance services, a contact sheet by national regions, and a publications list.

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| Document number | 326 |
| Content Area | 18 11 24 28 |
| Audience | P T A HEP |
| Type/Format | PO OV 3 |
| Level/Setting | S C |

Hightower, J. (1989). *Strategies for Facilitating the Integration of High School Students with Severe Handicaps into Classes in Regular High Schools.* Presentation made at the 1989 TASH Annual Conference in San Francisco. Salt Lake City, UT: Utah Community-Based Inservice Training Network, University of Utah.

This document includes the outline of the presentation made at the 1989 Annual TASH Conference. The outline includes a flow chart detailing strategies for facilitating successful integration, plus discussion of the following topics: delineation of differing types of integration, guidelines for integration of special education students and staff, development of parent and regular education teacher support systems, and implementation of a peer tutor program.

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| Document number | 338 |
| Content Area | 3 2 24 |
| Audience | P T HEP |
| Type/Format | RE ST 1 |
| Level/Setting | SC CO |

Hunt, P., Alwell, M., & Goetz, L. (1988). Acquisition of conversation skill and the reduction of inappropriate social interaction behaviors. *Journal of The Association for Persons with Severe Disabilities, 13*(1), 20-27.

This article describes a research study in which three students with severe disabilities initiate a conversation and participate in conversation turntaking throughout a 10-min. session across a variety of school and community settings with at least four nondisabled peers as partners. Inappropriate social interaction behaviors that were present at high rates during baseline sessions were observed to decrease as conversation skills were acquired. This finding is discussed in terms of the hypothesis that inappropriate behaviors can serve a variety of communicative functions and may be reduced as functionally equivalent, socially acceptable communication means are acquired.

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| Document number | 397 |
| Content Area | 3 16 24 |
| Audience | P T HEP |
| Type/Format | RE OV ST 4 |
| Level/Setting | S C |

Hunt, P., Alwell, M., & Goetz, L. (1990). *Teaching conversation skills to individuals with severe disabilities with a communication book adaptation: Instructional handbook.* San Francisco, CA: California Research Institute, San Francisco State University.

This written product discusses research involved with teaching conversation skills to individuals with severe disabilities as well as the application of the conversation training program.

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| Document number | 336 |
| Content Area | 3 2 16 |
| Audience | P T RSP |
| Type/Format | RE ST 1 |
| Level/Setting | S C |

Hunt, P., & Goetz, L. (1988). Teaching spontaneous communication in natural settings through interrupted behavior chains. *Topics in Language Disorders, 9*(1), 58-71.

This article focuses on one innovation in the traditional behavioral intervention paradigm: the use of interrupted behavior chains, in which ongoing activities and behavioral routines serve as the context for communication instruction. A review of both empirical and theoretical bases for the chain interruption is followed by specific procedures for implementing the strategy. Implications of the strategy for classroom organization and service delivery are also discussed.



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| Document number | 19 |
| Content Area | 3 16 |
| Audience | T RSP HEP |
| Type/Format | RE ST 2 |
| Level/Setting | S C |

Hunt, P., & Goetz, L. (1988). Using the interrupted behavior chain strategy to teach initial communication skills to students with severe disabilities: Instructional handbook. San Francisco: San Francisco State University, Dept. of Special Education, Communication & Motivation Research Project.

This is an instructional handbook written especially for teachers. It describes the "interrupted behavior chain strategy" which has been used successfully to teach beginning communication skills to students with severe disabilities. The second half of the handbook provides specific "how to" information on the application of the strategy and includes examples of instructional programs and data collection formats.

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| Document number | 315 |
| Content Area | 3 2 16 |
| Audience | RSP P T HEP |
| Type/Format | RE 1 |
| Level/Setting | CO WP SC |

Hunt, P., Goetz, L., Alwell, M., & Sailor, W. (1986). Using an interrupted behavior chain strategy to teach generalized communication responses. *Journal of The Association for Persons with Severe Handicaps, 11*(3), 196-204.

This article describes a study where 3 students with severe disabilities were taught to request items or events within four interrupted behavior chain contexts. The results demonstrated that for each of the three students the communicative function and the response form acquired within one behavior chain context generalized without further instruction to at least two chains in which training had not occurred.

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| Document number | 344 |
| Content Area | 10 18 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Hunt, P., Goetz, L., & Anderson, J. (1985). The quality of IEP objectives associated with placement on integrated vs. segregated school sites. *Journal of The Association for Persons with Severe Disabilities, 11*(2), 125-130.

In this study, individualized educational programs (IEPs) written for students with severe disabilities who attended either integrated or segregated educational sites were evaluated on the basis of the degree to which they included seven components identified as indicators of best practices. A difference was found between the groups on the overall quality of IEP objectives, with higher scores on those IEPs written for students who were integrated into regular school campuses. Opportunities available in integrated programs that may enhance IEP quality are discussed.

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| Document number | 39 |
| Content Area | 18 32 20 |
| Audience | HEP A |
| Type/Format | OV PO 3 |
| Level/Setting | S C |

Indiana Department of Education (1986). *A new future for children with substantial handicaps: The second wave of "Least Restrictive Environment."* Unpublished paper. Indianapolis, IN: Indiana Department of Education, Division of Special Education & Indiana University, Developmental Training Center.

This paper covers the legal and philosophical bases which undergird the ideal of educating all children in this country and also assesses what we've learned. The movement toward integration is described and how it relates to the cascade or continuum model. New trends in education and new roles for professional educators are discussed.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 128 |
| Content Area | 15 18 |
| Audience | P T A |
| Type/Format | OV PO 4 |
| Level/Setting | SC CO |

Integration Action Association for Education (1989). *IA-A Newsletter, 3*(2).

This issue of a Canadian, special education newsletter contains a variety of articles regarding local and regional integration and inclusionary efforts and concerns.

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| Document number | 34 |
| Content Area | 18 15 32 |
| Audience | A HEP |
| Type/Format | PO OV 3 |
| Level/Setting | S C |

Iowa Department of Education (1986). *Position statement regarding integration of children with moderate and severe handicaps.* Unpublished paper. Des Moines, IA: Iowa Department of Education, Bureau of Special Education.

This position statement outlines the legal premise of LRE. The responsibility to comply with the law is well stated. The paper gives direction on how to meet compliance standards and recommends what the policies, themselves, address in order to comply. A process for developing such policies is also recommended.

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| Document number | 33 |
| Content Area | 32 18 6 |
| Audience | A HEP |
| Type/Format | OV PO 3 |
| Level/Setting | SC |

Iowa Department of Education (1986). *The rationale for integration of moderately and severely handicapped students.* Unpublished paper. Des Moines, IA: Iowa Department of Education, Bureau of Special Education.

This position paper provides a comprehensive review of the legal basis for integration and the underlying rationale for integration. The curricular benefits of integration and benefits to nonhandicapped students are described.

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| Document number | 348 |
| Content Area | 15 18 32 |
| Audience | P T A |
| Type/Format | PO OV ST RE 4 1 |
| Level/Setting | SC CO WP |

Iowa Department of Education (1990). *Iowa News for Persons with Developmental Disabilities, their Families, and Professionals, Vol. 90, No. 7* (published 9 times quarterly). Des Moines, IA: Author, Bureau of Special Education.

This issue includes several articles targeting the state of Iowa regarding successful implementation of full inclusion programs, expansion of existing services, listing of resource sources, and discussion of public policy issues and factors which reflect successful integration programs.

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| Document number | 38 |
| Content Area | 18 |
| Audience | P T A |
| Type/Format | ST 2 |
| Level/Setting | S C |

Iowa Department of Public Instruction. (198?). *Integration strategies for students with moderate and severe handicaps.* Des Moines, IA: Iowa Department of Public Instruction, Special Education Division.

The purpose of this document is to provide resources to those who wish to prepare a plan for integration. It is a compilation of journal articles, excerpts from books, and other material written by individuals who have had direct experience in addressing the practical issues involved in the integration of students with severe and moderate handicaps. The material presented comes from the philisophical perspective that integration is in the best interest of all students, their families, and the general public.

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| Document number | 310 |
| Content Area | 18 6 |
| Audience | P T A RSP |
| Type/Format | ST 2 |
| Level/Setting | SC CO WP |

Iowa State Department of Education (1990). *Curriculum framework for learners with moderate and severe disabilities.* Des Moines, IA: Bureau of Special Education, Iowa Department of Education.

This manual offers guidelines for a longitudinal educational currriculum from which individualized educational programs (IEPs) could be developed. The specific focus of this manual is to assist in the development of IEPs that help delineate strategies to prepare each learner with handicaps to function as independently and productively as possible in natural community, domestic, recreation/leisure, and vocational environments. A framework of curricular possibilities is described from which IEPs may be devised.

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| Document number | 325 |
| Content Area | 12 16 18 |
| Audience | P T A RSP |
| Type/Format | ST 3 |
| Level/Setting | S C |

Iverson, V.S., & Cloninger, C.J. (198?). *Vermont Integration Planning Process (VIPP): A planning and decision-making process for meeting IEP goals in general education activities.* Unpublished paper. Burlington, VT: The State of Vermont I-Team for Intensive Special Education, University of Vermont.

This paper presents an overview of the Vermont Integration Planning Process (VIPP), a process designed to allow IEPs to be implemented in general education activities. VIPP consists of 6 steps which represent outcomes which seem to be critical to providing high quality, specialized instruction classroom activities: 1) Establish and operationalize instructional planning team; 2) Become familiar with the student; 3) Familiarization with general education placement; 4) Development of student schedule — align educational needs with regular class activities; 5) Plan integrated instruction; and 6) Evaluation and revision.

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| Document number | 26 |
| Content Area | 16 |
| Audience | P T A RSP |
| Type/Format | RE 1 |
| Level/Setting | SC |

Jenkins, J. & Heinen, A. (1989). Students' preferences for service delivery: Pull-out, in-class, or integrated models. *Exceptional Children, 55*(6) , 516-523.

This study assessed students' preferences about where and by whom they receive instruction for learning difficulties. Subjects were special, remedial, and regular education students, grades 2, 4, and 5 , from classrooms using a pull-out, in-class, or integrated model. Results indicated that the students' preference for in-class and pull-out services were affected by the service delivery model used in their classroom and grade level. The majority preferred help from their classroom teacher rather than from a specialist.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 378 |
| Content Area | 6 15 12 16 24 |
| Audience | P T |
| Type/Format | OV PO ST 8 |
| Level/Setting | S C |

Johnson, D.W., & Johnson, R.T. (1989). Cooperative learning and mainstreaming. In R. Gaylord-Ross (Ed.), *Integration strategies for students with handicaps*. Baltimore: Paul H. Brookes.

These authors discuss that when handicapped students are placed in the regular classroom it is the beginning of an opportunity to deeply influence their lives by promoting constructive relationships between them and their nonhandicapped peers. They discuss in detail what a regular classroom teacher can do to ensure that constructive, caring, and supportive relationships are developed between handicapped and nonhandicapped students. The implementation of cooperative learning as an important mode of structuring learning situations is systematically delineated with roles, benefits and desired outcomes outlined.

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| Document number | 182 |
| Content Area | 18 24 |
| Audience | P T A |
| Type/Format | RE PO ST 8 |
| Level/Setting | SC CO |

Johnson, R.E., & Meyer, L. (1985). Program design and research to normalize peer interactions. In M. Brady & P. Gunter (Eds.), *Integrating moderately and severely handicapped learners: Strategies that work* (pp. 79-101). Springfield, IL: Charles C. Thomas.

This chapter presents the available evidence on the integration program designs that have been proposed and implemented, looking at: what are the goals of these integration efforts; which goals are primary; what extent can each integration program design be considered supportive of normalized peer interactions for children in those programs; and is there data regarding the kinds of outcomes associated with each of the various peer interaction programs that could be applied to the design of future programs.

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| Document number | 75 |
| Content Area | 9 18 1 20 |
| Audience | T A RSP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Jones, S.N. & Meisels, S.J. (1987). Training family day care providers to work with special needs children. *Topics in Early Childhood Special Education, 7*(1), 1-12.

This paper describes short-term results from a program designed to train family day care providers to work with special needs children. Thirteen providers participated in training sessions and biweekly on-site consultations, and began to mainstream young handicapped children into their family day care homes. Six months after the start of training, the trainees' attitudes towards handicapped children, their knowledge about programming for the disabled, and the utilization of physical space for enhancing child growth and development were compared to pretraining levels on these measures. Results demonstrated overall significant positive change for the trainees from pre- to post-training.

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| Document number | 401 |
| Content Area | 21 19 15 20 |
| Audience | P T A RSP |
| Type/Format | ST OV PO 5 4 |
| Level/Setting | S C |

Kelly, P., Ottlinger, K., Kohlepp, P., & Aune, J. (1989). *Collaborative teaming for inclusion-oriented schools: An introduction and video guide*. Topeka, KS: Kansas State Board of Education, Facilitating Least Restrictive Environment for Students with Deaf-Blindness in School and Community Settings Project.

The purpose of this introductory video and guide is to describe the concept, purposes, and rationale for collaborative teaming. The tape and guide are intended for general educators, special educators, administrators, parents, and paraprofessionals.

**To order guide and video contact project at:**
**(913) 296-0946**

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| Document number | 319 |
| Content Area | 18 6 28 16 4 |
| Audience | T A RSP HEP |
| Type/Format | ST 9 4 2 |
| Level/Setting | SC CO |

Kentucky Systems Change Project (1989). *Model local catalogs and curriculum process for students with moderate and severe handicaps.* Lexington, KY: Kentucky Special Education Programs.

This report describes a longitudinal, community-referenced curriculum for students with moderate and severe handicaps that provide the basis for programming from the elementary level through completion of a student's school career. This curriculum, available on disks for use with the Apple IIe and IIgs computer, consists of: two sample local catalogs — one for primary-age level students and one catalog for intermediate/secondary-age level students; a master curriculum across both the primary and secondary-age levels and across the four life domains (domestic, community, recreation/leisure, and vocational); and an IEP generator program for printing out the appropriate instructional objectives within each student's IEP.

**An order form offering products from the Kentucky Systems Change Project is also available.**

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| Document number | 363 |
| Content Area | 21 12 15 17 20 |
| Audience | P T A RSP |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Kjerland, L., Neiss, J., Franke, B., Verdon, C., Westman, E. (1988). Team membership: Who's on first? *IMPACT, 1*(2), 15.

This one-page article outlines the roles and responsibilities of each member of an integrated educational team, made up of parents, regular education teachers, special education teachers, management aides, therapists, and administrators, as presented by the authors at the 1987 ARC-Minnesota conference.

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| Document number | 76 |
| Content Area | 18 9 20 |
| Audience | T A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Klein, N. & Sheehan, R. (1987). Staff development: A key issue in meeting the needs of young handicapped children in day care settings. *Topics in Early Childhood Special Education*, 7(1), 13-27.

To meet the need for child care, including care of handicapped children, we propose the integration of handicapped children into community child care centers as adjunct services to specialized early intervention programs. The successful integration of handicapped children requires a planned program of staff development. Several models are presented that have been found effective for teachers of school-age children in mainstreamed settings. Several features of these models are incorporated in the special education consultation model described here. This model provides on-site consultation to day care providers to facilitate integration. Case studies are presented.

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| Document number | 167 |
| Content Area | 10 18 28 20 |
| Audience | P T A HEP |
| Type/Format | ST 2 |
| Level/Setting | S C |

Kleinert, H., Smith, P., & Hudson, M. (1990). *Quality program indicators manual for students with moderate and severe handicaps.* Lexington, KY: Kentucky Dept. of Education and Interdisciplinary Human Development Institute.

This instrument was developed to determinewhether participating project classrooms were implementing "best practices." It can be used by: teachers to evaluate classroom programs to pinpoint areas for improvement; by special education coordinators to determine competencies of classroom teachers in implementing best practices; by building principals as an indicator of program effectiveness and as a guide for setting goals with teachers to improve instruction; by university personnel as a performance guide for special education teacher interns; and finally by parents in finding quality, appropriate education for their child and to evaluate and monitor their child's current instructional program.

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| Document number | 95 |
| Content Area | 9 18 24 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Kugelmass, J.W. (1989). The "shared classroom": A case study of interactions between early childhood and special education staff and children. *Journal of Early Intervention, 13*(1), 36-44.

The initial intention of this case study was to document the development of social interactions between the six typical and six disabled children in an integrated preschool classroom. This was to be discovered through qualitative analysis of videotapes taken once a month, for nine months, during a 1-hour free-play period. Results indicated that structural changes in the environment of the classroom were essential for the development of positive social interactions. This study, therefore, further validates the conclusions of other investigations of the social development of children in integrated preschool classrooms; that is, the proximity of children does not assure interaction.

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| Document number | 1 |
| Content Area | 18 14 |
| Audience | P T A |
| Type/Format | OV PO 4 |
| Level/Setting | S C |

La Grange Area Department of Special Education (1989). *Total Integration Neighborhood Schools* (Booklet – Special Issue). La Grange, IL: La Grange Area Department of Special Education.

The focus of this special issue is to describe the neighborhood school program initiative adopted by the La Grange Area Department of Special Education, for the integration of all children with special learning needs. Topics covered in the issue include: overview, key aspects and anticipated benefits of the total integration neighborhood school; Illinois State Department of Education's statement of support; and regular education teacher and student reactions and views about total integration in their neighborhood schools.

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| Document number | 187 |
| Content Area | 2 |
| Audience | P T RSP |
| Type/Format | 8 |
| Level/Setting | SC CO WP |

LaVigna, G. W., Willis T. J., Donnellan, A. M. (198?). The role of positive programming in behavioral treatment. In E. Cipani (Ed.), *Behavioral approches to the treatment of abberant behavior.* AAMD Monograph Series. Washington, DC. American Association on Mental Deficiency.

This article defines and describes the role of positive programming in behavioral treatment. Need, variations in strategy, assessment and analysis, and actual case studies are provided within this chapter. Conclusions have been drawn about positive programming, offering the idea that this strategy produces favorable and enduring treatment effects.

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| Document number | 350 |
| Content Area | 6 |
| Audience | P T A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Lewis, P. (1987). A case for teaching functional skills. *TASH Newsletter,* December, 6.

In this one-page article the author describes a situation where curricular content for a student with moderate to severe handicaps was based primarily on information derived from the administration of norm-referenced evaluation instruments. A dilemma often results when an attempt is made to translate test items failed at particular levels or mental ages into actual tasks to be taught. Not only were these evaluation tools never intended to be used in this manner, but the result is that students end up spending a majority of their school day being taught skills that are totally artificial and/or extremely age-inappropriate.

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| Document number | 176 |
| Content Area | 19 20 |
| Audience | T A |
| Type/Format | ST 4 7 |
| Level/Setting | SC CO |

Liles-Whitehurst, C., Stewart, D., Polansky, I., & Johanning-Meier, E.V. (1986). *Determining placement in the least restrictive environment.* Unpublished document. Plantation, FL: The South Atlantic Regional Resource Center.

This document contains an inservice program designed to assist participants in the implementation of the least restrictive environment (LRE) mandate. A training matrix is included for those interested in selecting training modules as opposed to presenting the entire training package.

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| Document number | 373 |
| Content Area | 32 28 |
| Audience | P A HEP |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Lipsky, D.K., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. *Exceptional Children,* September, 69-74.

This article discusses sharp questions which have been raised recently about the structure,organization, and value of special education. The authors cite various articles which give evidence to the existing limitations of the existing service delivery system, and go on to discuss strategies and considerations that must be taken into account to continue the struggle of changing the educational system to make it both one and special for all students.

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| Document number | 377 |
| Content Area | 32 |
| Audience | P A HEP |
| Type/Format | OV PO 8 |
| Level/Setting | SC CO |

Lipsky, D.K., & Gartner, A. (1989). The current situation. In D.K. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 53-74). Baltimore: Paul H. Brookes.

In this chapter the authors discuss that it has been more than a decade since the enactment of P.L. 94-142, the Education for All Handicapped Children Act. Those students who began school at the time the act was first implemented have yet to exhaust their entitlement under it, that is, a free and appropriate public education until 21 years of age. In assessing its implementation, it is important to remember both the recency of its passage and the magnitude of its achievement.

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| Document number | 343 |
| Content Area | 2 16 |
| Audience | P RSP A |
| Type/Format | ST RE 1 |
| Level/Setting | CO WP |

Lovett, D.L., & Haring, K.A. (1989). The effects of self-management training on the daily living of adults with mental retardation. *Education and Training in Mental Retardation*, December, 306-323.

This study was designed to determine if the use of certain self-management techniques can increase the ability of adults with mental retardation to self-direct daily living activities. The results indicate that self-management techniques may help individuals with mental retardation direct their lives. Futher, self-recording alone may be an effective technique in improving task competion of daily living activities.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 52 |
| Content Area | 19 32 |
| Audience | P A T HEP |
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| Level/Setting | SC CO |

LRE POLICY STATEMENTS

This packet contains a group of LRE policy statements developed at the state and local level. Included are the following:

- California State Dept. of Education Policy Statement on LRE
- The Rationale for Integration of Moderately & Severely Handicapped Students, Iowa Dept. of Education
- Iowa Dept. of Education Position Statement Regarding Integration of Children with Moderate & Severe Handicaps
- Selected State Plans (12): LRE Sections (CO, DC, FL, ID, IA, KS, MI, NV, RI, SC, WA, WY)
- Delaware Administrative Manual: Programs for Exceptional Children, LRE Sections
- Instruction, Special Education & LRE, Contra Costa County, CA.
- LRE, Paradise Valley, Phoenix, AZ
- State of Washington, Rules & Regulations for Programs Providing Services to Children with Handicapping Conditions
- Indiana State Board of Education, Rules, Regulations & Policies
- Michigan Dept. of Education, The Educational Assignment of Handicapped Children and Youth to Separate Facilities; A Policy Regarding LRE

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| Document number | 112 |
| Content Area | 24 18 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Luftig, R. L. (1988). Assessment of the perceived school loneliness and isolation of mentally retarded and nonretarded students. *American Journal on Mental Retardation, 92*(5), 472-475.

Research indicates that mentally retarded students are often socially rejected or neglected by peers, which may result in students feeling lonely or isolated. Perceived school loneliness and isolation of mainstreamed retarded students and their nonretarded peers was assessed using a 5-point, Likert-type loneliness scale. Retarded students reported significantly more loneliness and isolation than did their nonretarded counterparts. Findings suggest that mainstreaming by itself does not eliminate loneliness and other adverse effects of social isolation. Results were discussed in terms of social meta-cognition theory and possible intervention needed to remediate the loneliness of retarded students.

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| Document number | 9 |
| Content Area | 16 15 |
| Audience | P T A |
| Type/Format | ST 3 |
| Level/Setting | S C |

Lusthaus, E. & Forest, M. (1989). *MAPS: An action planning system for teaching all children in ordinary classrooms.* Unpublished paper.

The authors describe the MAPS system of integration for students with challenging needs. A case study is provided to illustrate the MAPS system.

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| Document number | 164 |
| Content Area | 16 18 15 |
| Audience | P T A |
| Type/Format | S T |
| Level/Setting | S C |

MacDonald, C., & York, J. (1989). Instruction in regular education classes for students with severe disabilities: Assessment, objectives and instructional programs. In J. York, T. Vandercook, C. MacDonald, & S. Wolff (Eds.), *Strategies for full inclusion.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.

The purpose of this paper is to present practical information about instructional programming in regular education classes for students with severe disabilities. Specific types of learning activities, as well as a process for designing instructional programs are discussed. This includes information about how to use an assessment tool to identify specific demands and learning opportunities in regular classes, to determine priority IEP objectives, and to develop corresponding instructional programs. Case samples of middle school students with severe disabilities learning in different regular classes illustrate the actual process.

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| Document number | 10 |
| Content Area | 15 24 |
| Audience | P T A |
| Type/Format | ST 3 |
| Level/Setting | S C |

Mackan, P., & Cormier, L. (198?). *The dynamics of support groups.* Unpublished manuscript. Toronto, Ontartio, CANADA: Frontier College.

The authors describe the establishment of support circles beginning at about grade 4. This paper addresses the dynamics of circles rather than technique. It is not the student with the disability that is the focus of the suppport group, but the relationship of that person to others and to the community. The group supports the relationship rather than the person. The group addresses issues that arise in the welcoming and accepting of the student with challenging needs into the school community.

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| Document number | 66 |
| Content Area | 16 18 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Maheady, L., Sacca, M.K., & Harper, G.F. (1988). Classwide peer tutoring with mildly handicapped high school students. *Exceptional Children, 55* (1), 52-59.

Effects of classwide peer tutoring (CWPT) on the academic performance of 14 mildly handicapped and 36 nondisabled students enrolled in three 10th-grade social studies classrooms were examined. Analysis of results indicated that the implementation of CWPT produced an average increase of 21 points on weekly tests. With CWPT, 60% of all students earned "A" grades, while no mildly handicapped students received grades below "C".

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| Content Area | 5 32 |
| Audience | P A RSP |
| Type/Format | RE 1 |
| Level/Setting | CO |

Mallory, B.L. & Herrick, S.C. (1987). The movement of children with mental retardation from institutional to community care. *The Journal of The Association for Persons with Severe Handicaps, 12*(4), 297- 305.

The post-release experiences of 68 children with mental retardation were investigated to determine the residential and educational consequences of deinstitutionalization. Research questions focused on the type and stability of community placements, the degree of restrictiveness of such placements, and the types of services recieved during community placements. A relationship was noted between policy development and improved experiences of deinstitutionalized children.

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| Document number | 6 9 |
| Content Area | 16 10 |
| Audience | P A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Marston, D. (1988). The effectiveness of special education: A time series analysis of reading performance in regular and special education settings. *The Journal of Special Education, 21*(4), 13-26.

This study presents such an approach where the impact of regular and special education on 11 mildly handicapped children is studied by analyzing their slope of improvement on weekly curriculum-based measures (CBM) reading scores. The data for these pupils suggest that special education is in fact a significant educational intervention, and that time series analysis of CBM data is a useful evaluation tool. In addition, the report provides an analysis of the instructional environment of these children in their regular and special education settings.

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| Document number | 43 |
| Content Area | 18 28 12 14 21 |
| Audience | P T A |
| Type/Format | ST 4 |
| Level/Setting | S C |

McDonnell, A., Brown, G., Rice, D., Schrotz, A., Bateman, B., Bird, M., Bruse, C., Longstroth, C., & Page, M. (1988). *Regular and special educators working together: Successfully sharing the responsibility for educating elementary students with severe handicaps.* Unpublished paper. Salt Lake City, UT: University of Utah, Utah Elementary Integration Project.

The Utah elementary integration project is a comprehensive program for educating elementary students with severe handicaps in their neighborhood school. Materials from replication sites are provided including: building a nonhandicapped peer support system and brainstorming activities for peer-based solutions to integration and instructional challenges. A list of what adminstrators, special educators, and regular educators can do to facilitate integration is provided.

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| Document number | 96 |
| Content Area | 18 28 |
| Audience | P A HEP |
| Type/Format | PO 1 |
| Level/Setting | S C |

McDonnell, A. P. & Hardman, M. L. (1989). The desegregation of America's special schools: Strategies for change. *Journal of The Association for Persons with Severe Handicaps, 14*(1), 68-74.

There is strong philosophical, legal, and empirical support for integrated educational programs for students with severe disabilities. In spite of this support, significant numbers of students with severe handicaps continue to be educated in segregated schools. This article briefly reviews the support for integration and presents a framework for planned educational change, based on the extant racial desegregation literature. This report includes a discussion of the logistical issues facing school administrators and an analysis of effective leadership roles in the change process.

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| Document number | 158 |
| Content Area | 16 |
| Audience | P T HEP |
| Type/Format | RE 1 |
| Level/Setting | SC CO |

McDonnell, J. (1987). The effects of time delay and increasing prompt hierarchy strategies on the acquisition of purchasing skills by students with severe handicaps. *Journal of The Association for Persons with Severe Handicaps, 12*(3), 227-236.

In this study, four high school students were taught to purchase snack items in a convenience store and a fast-food restaurant using either a constant time delay or an increasing prompt hierarchy assistance procedure. The two strategies were compared in a multielement, alternating treatment research design. Implications of the study for teachers and researchers are discussed.

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| Document number | 77 |
| Content Area | 18 1 11 |
| Audience | P A HEP |
| Type/Format | RE 1 |
| Level/Setting | SC |

McDonnell, J. (1987). The integration of students with severe handicaps into regular public schools: An analysis of parents perceptions of potential outcomes. *Education and Training in Mental Retardation, 22*(2), 98-111.

Parents of children with severe handicaps who attended special schools were surveyed regarding their attitudes about integrated programs for their children. They were asked to predict the likelihood of their child being mistreated by non-handicapped peers, feeling isolated within the school, and thus losing services. Their responses were compared to parents of children with severe handicaps who attended integrated programs.The results indicated significant differences. Parents of children in special schools predicted that a regular school would be a negative experience for their child, while parents of integrated children were very positive about placement of their children in a regular school.

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| Document number | 356 |
| Content Area | 18 14 2 24 |
| Audience | P T A HEP |
| Type/Format | RE 1 |
| Level/Setting | SC CO |

McDonnell, J., Hardman, M., Hightower, J., & Keifer-O'Donnell, R. (1991). Variables associated with in-school and after-school integration of secondary students with severe disabilities. *Education and Training in Mental Retardation*, September, 243-256.

This chapter examines the association between the level of integration achieved by secondary students with severe disabilities, and selected classroom and student characteristics. Study participants included 39 students with severe disabilities enrolled in five secondary programs implementing the Utah Community-Based Transition Model (Hardman & McDonnell, 1987). The results are discussed in terms of current educational placement practices for secondary students with severe handicaps.

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| Document number | 134 |
| Content Area | 18 14 |
| Audience | P A HEP |
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| Level/Setting | SC CO |

McDonnnell, J., Hardman, M., Hightower, J., & O'Donnell, R. (1991). Variables associated with in-school and after-school integration of secondary students with severe disabilities. *Education and Training in Mental Retardation Sentinel*, 243-256.

This study examines the association between the level of integration achieved by secondary students with severe disabilities, and selected classroom and student characteristics. Study participants included 39 students with severe disabilities newly enrolled in five secondary programs implementing the Utah Community-Based Transition Model (Hardman & McDonnell, 1987). Analyses indicated that students placed in home school programs had significantly higher levels of integration then students enrolled in cluster school programs.

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| Document number | 106 |
| Content Area | 20 |
| Audience | T A HEP |
| Type/Format | RE 1 |
| Level/Setting | SC |

McLaughlin, M. J., Valdivieso, C. H., Spence, K. L., Fuller, B. C. (1988). Special education teacher preparation: A synthesis of four research studies. *Exceptional Children, 55*(3), 215-221.

Four national studies of personnel preparation in special education were conducted from 1982 to 1986 by the Institute for the Study of Exceptional Children and Youth, University of Maryland. The studies included two surveys of individual states' manpower needs, a mail survey of preservice special education majors, and interviews with faculty in selected states concerning teacher training and teacher training programs. A synthesis of the findings from the studies yielded a variety of information on teacher training programs and their students, as well as information on the significant trends and influences on these programs. These trends and influences are discussed, as well as their implications for future special education program and development.

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| Document number | 18 |
| Content Area | 12 20 |
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| Type/Format | ST 9 3 |
| Level/Setting | SC |

McLaughlin, M., & Kienas, K (198?). *A model for increasing the leadership of elementary school principals in special education.* Unpublished report. Baltimore: University of Maryland.

The authors describe a model program, the Administrative Roundtable, which was developed to increase the leadership of elementary principals in special education. The program was designed to meet the individual needs of participants, as well as provide information regarding "best practices" in special education. The program components include round table meetings, site visits to model programs, and distribution of materials and information.



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| Document number | 169 |
| Content Area | 23 29 |
| Audience | P T RSP |
| Type/Format | PO ST 2 |
| Level/Setting | SC CO WP |

McTaggart, N., & Gould, M. (1988). *Choices and empowerment towards adulthood: A self advocacy manual for students-in-transition.* Unpublished manual.

The goal of this manual is to provide information and guidance that will enable the reader to assist students with disabilities to form a successful self advocacy group. It gives background information about self advocacy and self-advocacy groups, as well as step-by-step directions.

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| Document number | 84 |
| Content Area | 1 24 |
| Audience | P T HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Miller, C.T., Malcarne, V.L., Clarke, R.T., Lobato, D., Fitzgerald, M.D., & Brand, P. (1989). What mentally retarded and nonretarded children expect of one another. *American Journal on Mental Retardation, 93*(4), 396-405.

Twenty mentally retarded and nonretarded students matched for chronological age (n=20) or mental age (n=16) made judgements about children described as having or not having learning problems. Results showed that students had both positive and negative stereotyped expectations of retarded and nonretarded students. Students' responses to stereotype questions 11 to 18 months later revealed few changes in their stereotypes and no difference between stability of retarded and nonretarded students' stereotypes. Results suggest that understanding social relations between retarded and nonretarded children requires consideration of the expectations of both groups.

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| Document number | 83 |
| Content Area | 5 2 16 10 |
| Audience | P RSP |
| Type/Format | RE 1 |
| Level/Setting | CO |

Miltenberger, R.G., Lennox, D.B., & Erfanian, N. (1989). Acceptability of alternative treatments for persons with mental retardation: Ratings from institutional and community-based staff. *American Journal on Mental Retardation, 93*(4), 388-395.

The acceptability of 4 behavior modification procedures to direct-care and supervisory staff members of community-based (Experiment 1) and institutional (Ex.2) facilities for persons with mental retardation was evaluated. Using the Treatment Evaluation Inventory (Kazdin, 1980), staff members rated differential reinforcement of other behavior (DRO), time-out, overcorrections, and contingent shock, each applied to a mild and severe behavior problem. Results showed that treatments were rated according to their restrictiveness: DRO was most acceptable, followed by time-out, overcorrection, & shock. No differences were found between the direct-care & supervisory staff.

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| Document number | 342 |
| Content Area | 3 16 |
| Audience | P T HEP RSP |
| Type/Format | RE PO 1 |
| Level/Setting | SC |

Mirenda, P. (1985). Designing pictorial communication systems for physically able-bodied students with severe handicaps. *Augmentative & Alternative Communication*, 58-63.

This paper reviews some of the primary considerations in selecting appropriate pictorial systems for individual students. Potential problems related to communication book design and layout are presented, with suggestions for creating adaptations to circumvent these difficulties. Strategies related to vocabulary selection and instruction are also included.

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| Document number | 345 |
| Content Area | 3 16 |
| Audience | P T RSP HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Mirenda, P., & Santogrossi, J. (1985). A prompt-free strategy to teach pictorial communication system use. *Augmentative & Alternative Communication*, 143-150.

This article presents a case study describing a prompt-free strategy used to teach a young child with moderate/severe retardation to use pictorial communication spontaneously. The study consisted of four intervention phases: a) shaping the basic communication response; b) teaching search and locate skills; c) increasing the number of pictures used; and d) generalization. Data for all four phases are provided as well as a discussion of the implications of the strategy for application and future research.

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| Document number | 136 |
| Content Area | 1 2 20 24 18 |
| Audience | T A P |
| Type/Format | PO OV ST 8 |
| Level/Setting | S C |

Murray, C. (1983). Social interaction, disability education, and attitude change: Integrated schooling for students with severe/multiple disabilities. In E. Chigier (Ed.), *Special education and social handicap* (pp. 109-119). London: Freund Publishing House Ltd.

This chapter discusses an approach to inservice education, as developed by Project REACH. The author describes a tri-level approach to inservice education, which targets attitude and behavior change of non-disabled persons toward severely handicapped individuals and facilitates positive interaction betweeen these groups. This approach uses structured interactions, informational presentations, and ongoing modeling by special education staff to impact the system.

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| Content Area | 9 7 |
| Audience | P T RSP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Musselman, C. R., Wilson, A. K., Lindsay, P.H. (1988). Effects of early intervention on hearing impaired children. *Exceptional Children, 55*(3), 222-228.

A longitudinal study was conducted comprised of 118 children with severe and profound hearing losses. Children were first tested when they were between 3 and 5 years old, and again 3 or 4 years later, using measures of receptive and expressive spoken language, receptive language in the child's primary educational modality, receptive and expressive mother-child communication, and social development. A multivariate design was used to investigate the effects of age intervention, program intensity, and parent instruction on the children's linguistic and social development. Early intervention was associated with higher receptive language scores in the first year, but not in the final year. Age of intervention was not related to any other language measure, nor was it related to the measure of social development. Consistent effects were not associated with program intensity or parent instruction.

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| Document number | 87 |
| Content Area | 18 1 |
| Audience | T A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Myles, B.S. & Simpson, R.L. (1989). Regular educators' modification preferences for mainstreaming mildly handicapped children. *The Journal of Special Education, 22*(4), 479-491.

A questionnaire, designed to solicit information on types of modifications facilitative of regular education teachers' acceptance of elementary-age exceptional children into their classrooms, drew responses from 100 regular education teachers. Data indicated that regular educators' participation in the mainstreaming process, rather than availability of specific classroom modifications, was an important factor in regular education teachers' accepting handicapped students. While no significant differences were noted in the number of modifications as a function of diagnostic label, teachers did indicate that preferences for mainstreaming modifications differed from their current situation.

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| Document number | 121 |
| Content Area | 16 17 |
| Audience | P A RSP |
| Type/Format | OV 4 |
| Level/Setting | S C |

National Research of Development Network (1989). Deaf and Hard of Hearing (DHH) program. *The Special EDge*, June 3, 10.

Brief description of services to low incidence populations in San Diego Unified School District. Included is a description of the program for students with hearing impairments, visual impairments and physical disabilities, plus special services.

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| Document number | 316 |
| Content Area | 11 10 5 |
| Audience | P |
| Type/Format | OV ST 2 |
| Level/Setting | SC CO |

NICHCY (198?). *A parent's guide to accessing parent groups, community services, and to keeping records.* Washington, DC: NICHCY.

The chapter in this publication is intended as a guide for the parent(s) of a child with disabilities, to the "how" of accessing services and organizing records for maximum efficiency. The materials are written to cover any disabilitiy, to discuss options in any state and to be general enough to be useful to families of children at any age, stage or level of need.

For more information contact:

NICHY
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

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| Document number | 190 |
| Content Area | 18 28 12 |
| Audience | A |
| Type/Format | OV 4 |
| Level/Setting | S C |

Nietupski, J., Hamre-Nietupski, S., Burger, P., & Erickson, K. (1987). *A principal's role in integrating students with severe handicaps into regular schools.* Unpublished manuscript. Cedar Falls, IA: University of Northern Iowa.

This paper makes the assertion that administrative support, especially support of the school principal in mainstreaming students with mild and severe handicaps, is essential for success. Specifically, this paper addresses:

1. who are students with severe handicaps;
2. what is integration;
3. why integration is being advocated;
4. administrative strategies for facilitating integration.

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| Document number | 54 |
| Content Area | 5 18 16 |
| Audience | A |
| Type/Format | PO OV ST 1 |
| Level/Setting | S C |

Nietupski, J., Hamre-Nietupski, S., Donder, D. Houselog, M., & Anderson, R. (1988). Proactive administrative strategies for implementing community-based programs for students with moderate/severe handicaps. *Education and Training in Mental Retardation,* June, 138-146.

Administrative leadership and support are critical to the success of community-based programs. Five potential problems in which proactive administrative efforts are particularly needed are discussed:1. providing leadership, 2. staff allocation and teaming, 3. scheduling for community involvement, 4. liability, and 5. budgeting. Within each area, specific administrative actions are suggested.

## LRE CLEARINGHOUSE: Selected References

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| Document number | 313 |
| Content Area | 30 16 |
| Audience | P T RSP |
| Type/Format | RE 1 |
| Level/Setting | SC CO |

Nietupski, J., Hamre-Nietupski, S., Green, K., Varnum-Teeter, K., Twedt, B., LePera, D., Scebold, K., & Hanrahan, M. (1986). Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps. *Education and Training of the Mentally Retarded*, December, 259-264.

This study examined procedures by which self-initiated and sustained leisure skill participation might be facilitated. A multiple probe design across three students with moderate/severe handicaps demonstrated the effectiveness of the choice training method suggested by Wuerch and Voeltz (1982). Post test data indicated that the improvements in leisure skill sustaining maintained from one week to four months following program completion.

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| Document number | 383 |
| Content Area | 19 18 |
| Audience | P T A HEP |
| Type/Format | OV 10 |
| Level/Setting | SC CO WP |

Northeast Regional Resource Center (1990). *Least restrictive environment resources.* Burlington, VT: Author, Institute for Program Development, Trinity College of Vermont.

This document is a bibliographic list, in draft form, with a sampling of articles, reports, books, papers, programs and projects, all of which relate to the topic area of LRE.

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| Document number | 48 |
| Content Area | 17 16 3 18 20 10 11 6 |
| Audience | P T A RSP |
| Type/Format | ST 2 |
| Level/Setting | S C |

Oregon Department of Education (1987). *Guidelines for students with severe orthopedic impairments.* Salem, OR: Oregon Department of Education.

These guidelines describe the characteristics of students with severe orthopedic impairments, and addresses issues such as accessibility, instruction, communication, mainstreaming, interagency collaboration/networking, effective services, inservice training, supervision, program evaluation, parent involvement, and transportation.

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| Document number | 27 |
| Content Area | 9 |
| Audience | A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Ottenbacher, K.L. (1989). Statistical conclusion validity of early intervention research with handicapped children. *Exceptional Children, 55*(6), 534-540.

The statistical conclusion validity of early intervention research studies was examined by conducting a post hoc power analysis of 484 statistical tests from 49 early intervention articles. The results of the investigation suggest that much of the reported early intervention research with handicapped and at-risk children is characterized by low power and inadequate statistical conclusion validity.

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| Document number | 324 |
| Content Area | 11 18 24 29 |
| Audience | P T A RSP |
| Type/Format | OV ST 10 |
| Level/Setting | SC CO WP |

PACER Center (1990). *Catalog of publications.* Minneapolis, MN: PACER Center.

Publications catalog which includes booklets, newsletters, information handouts, PACER workshop replication materials, student project materials, SpecialNet directories, and additional materials aimed at improving and expanding opportunities to enhance the quality of life for children and young adults with disabilities and their families.

For more information contact:

PACER Center, Inc.
4826 Chicago Ave. S.
Mlps., MN 55417-1055

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| Document number | 403 |
| Content Area | 27 |
| Audience | P T RSP |
| Type/Format | OV ST 4 |
| Level/Setting | CO WP |

Pacer Center, Inc. (1988). *Opportunity knocking: The story of supported employment.* Minneapolis, MN: Author.

This booklet in intended as a guide for parents, guardians, and family members to familiarize them with a new and exciting employment options for adults with severe disabilities called "supported employment." It includes a directory of technical assistance and support agencies.

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| Document number | 168 |
| Content Area | 17 32 |
| Audience | P T A RSP |
| Type/Format | PO ST 4 |
| Level/Setting | S C |

Partin, M.S. (1989). *Distinguishing medical from related services: Providing school health services to students who are medically fragile.* Unpublished paper. Advocacy, Inc., Austin, Texas.

This paper addresses issues of students with physical disabilities receiving adequate support services in school. Provides background information on the issue, overview of what the law requires, what services public schools must provide, and strategies for developing a school health services plan.

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| Document number | 120 |
| Content Area | 18 11 6 |
| Audience | P T A RSP |
| Type/Format | ST 6 |
| Level/Setting | SC CO |

PEAK Parent Center (1988). *Discover the possibilities: An integration guide* (order form). Colorado Springs, CO: PEAK Parent Center

The PEAK Integration Guide offers 174 pages of information for parents and other groups on ways to train and inform parents, educators, and others in a non-threatening way about integrating children with disabilities into school and community life. The guide enables parents and educators to clearly see the value of integration and the ways to accomplish it. After December 1, 1989, PEAK will also make available for purchase a set of 45 overhead transparencies that complement the curriculum.

For a copy please contact:

Discover the Possibilities
PEAK Parent Center
6055 Lehman Dr.
Colorado Springs, CO 80918

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| Document number | 100 |
| Content Area | 18 5 |
| Audience | P RSP HEP |
| Type/Format | PO 1 |
| Level/Setting | CO SC |

Peck, C. A. (1988). Review of S.J. Taylor, D. Biklen, & J. Knoll (eds.), Community integragtion for people with severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 13*(1), 58-61.

The author provides an extensive review (chapter by chapter, as well as a complete overview) of Taylor, Biklen, and Knoll's book on community integration.

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| Document number | 332 |
| Content Area | 18 24 1 32 |
| Audience | P T A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Peck, C.A., Donaldson, J., & Pezzoli, M. (1990). Some benefits nonhandicapped adolescents perceive for themselves from their social relationships with peers who have severe handicaps. *Journal of The Association for Persons with Severe Handicaps, 15*(4), 241-249.

This study investigated the perceptions of 21 nonhandicapped students in regard to the benefits they experienced as a result of developing relationships with peers who had moderate or severe disabilities. Results were discussed in terms of implications for policy analysis and research on social integration.



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| Document number | 109 |
| Content Area | 18 28 |
| Audience | A HEP |
| Type/Format | RE 3 |
| Level/Setting | SC |

Piuma, C. (1985). *A case study: Cost analysis of selected integrated and segregated classrooms serving severely disabled students in San Mateo County*. Unpublished doctoral thesis. San Francisco, CA: California Research Institute on the Integration of Students with Severe Disabilities, San Francisco State University.

Determining the cost differential between serving severely disabled students in segregated and integrated public school classrooms is the objective of this cost-analytic case study. The findings of this study identify preliminary per class and per student cost data. Percent differences between segregated and integrated class costs and hours spent educating students with severe disabilities were also reported.

Two integrated and segregated classrooms with students of comparable age and severity of disability were identified within the San Mateo County Office of Education (SMCOE). In the four classes reviewed, the average cost per student for the for the segregated students was $13,329.00 per year, and the average per student cost in the integrated program was $12,209.32. This represents a cost differential of $1,119.68 (8.4%) less to educate one of the integrated students than a segregated student in the selected sample.

The author recommends continued research in the area of cost analysis dealing with integrated and segregated service delivery models.

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| Document number | 388 |
| Content Area | 18 33 12 |
| Audience | T P A RSP HEP |
| Type/Format | RE PO 3 |
| Level/Setting | SC CO WP |

Piuma, M.F. (1989). *Benefits and costs of integrating students with severe disabilities into regular public school programs: A study summary of money well spent*. Unpublished manuscript. San Francisco: San Francisco State University, Dept. of Special Education.

This document summarizes the findings of a comprehensive economic study identified as, *A Benefit-Cost Analysis: The Economic Impact of Integrated and Segregated Educational Service Delivery Models on the Employment of Individuals with Severe Disabilities*, conducted by Piuma (1989). The intent of the summary is to translate the findings of the original research into noneconomic terms that can be easily read and utilized by parents and direct service providers interested in the efficiency of integrated school programs serving individuals with severe disabilities.

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| Document number | 392 |
| Content Area | 10 18 32 28 33 |
| Audience | T A HEP RSP |
| Type/Format | RE OV 8 |
| Level/Setting | SC CO WP |

Piuma, M.F. (1990). *A benefit-cost analysis of integrated and segregated programs serving individuals with severe disabilities: A sourcebook of technical methods and procedures used in the economic analysis.* Unpublished manuscript. San Francisco: San Francisco State University, Department of Special Education.

In this study graduates with severe disabilities who attended either segregated and integrated school programs and later moved on to three types of adult vocational programs were selected for examination. Outcome measures were analyzed for each of the three types of programs. The final analysis produced a benefit-cost model that identified the monetary benefits produced by the segregated and integrated graduates in relationship to school and adult service costs. Results were reported in terms of short and long-term outcomes from the perspectives of program recipient, taxpayer, and society.

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| Document number | 103 |
| Content Area | 20 12 |
| Audience | T A HEP |
| Type/Format | PO 1 |
| Level/Setting | SC |

Pugach, M. C. (1988). Comment: The consulting teacher in the context of educational reform. *Exceptional Children*, November, 273-277.

This article is a reaction to D. S. Huefner's article "The Consulting Teacher Model: Risks and Opportunities," (Feb. 1988). The purpose of this commentary is to examine (a) contradictions between Huefner's concept of the consulting teacher as master teacher and the concept of master teacher as represented in the reform literature, and (b) contradictions regarding the role of the consulting teacher itself. The two points are necessarily related.

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| Document number | 29 |
| Content Area | 18 16 |
| Audience | P T |
| Type/Format | RE ST 1 |
| Level/Setting | S C |

Putnam, J.W., Rynders, J.E., Johnson, R.T. & Johnson, D. W. (1989). Collaberative skill instuction for promoting positive interactions between mentally handicapped and nonhandicapped children. *Exceptional Children, 55*(6), 550 557.

The structuring of cooperative learning activities is an effective technique for integrating handicapped and nonhandicapped students. The data suggests that students receiving collaborative skill instruction interacted more positively with one another than those who did not receive the instruction.

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| Document number | 391 |
| Content Area | 21 15 16 |
| Audience | P T A |
| Type/Format | PO ST 1 |
| Level/Setting | S C |

Raynes, M., Snell, M., & Sailor, W. (1991). Send kids with special needs out or bring specialized staff in? A fresh look at categorical programs. *Phi Delta Kappan, 73*(4), 326-331.

The authors state that without meaningful individualization of school curriculum, students with special learning needs will fail now and in the future. Solutions must include individualized learning goals, students and teacher support, and teaching strategies devised by teams of regular and special educators looking at individual kids, and pooling their resources and professional talents to offset any limitations they may have individually. Solutions, not found in exclusionary programs and categorization by labels, rooms, and curricula, instead can be found in the inclusion of all students with the necessary support for them and their teachers to suceeed.

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| Document number | 9 4 |
| Content Area | 9 18 1 11 |
| Audience | P T |
| Type/Format | RE 1 |
| Level/Setting | S C |

Reichart, D.C., Lynch, E.C., Anderson, B.C., Svobodny, L.A., Di Cola, J.M., & Mercury, M.G. (1989). Parental perspectives on integrated preschool opportunities for children with handicaps and children without handicaps. *Journal of Early Intervention, 13*(1), 6-13.

Parental perspectives and attitudes toward integration and mainstreaming are critical to success for young children with and without handicaps. Despite the growing body of literature on positive outcomes of integrated preschools, there have been few attempts to measure parental perspectives at the time of initial integration and mainstreaming. This study examined the parents' perspectives of preschool handicapped and nonhandicapped children on philosophical aspects of integration, the social-emotional impact of integration on their child, teacher skills, and organizational variables. Results show both groups held positive perspectives and predictable differences.

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| Document number | 5 9 |
| Content Area | 18 1 |
| Audience | P T |
| Type/Format | RE 1 |
| Level/Setting | S C |

Reis, E.M. (1988). Improving attitudes of nonretarded fourth graders toward people who are mildly mentally retarded: Implications for mainstreaming. *Education and Training in Mental Retardation, 23*(2), 85-96.

The attitudes of 60 nonretarded fourth graders toward people who are mildly mentally retarded were examined. The attitude domains included social distance and integration-segregation. Results indicated that listening to the story about the boy who is mildly MR led to more favorable attitudes on the social distance measure; however, only students in the active story format condition reported more favorable attitudes on the integration-segregation measure.

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| Document number | 51 |
| Content Area | B |
| Audience | T A RSP HEP |
| Type/Format | PO OV 10 |
| Level/Setting | SC CO WP |

Research and Training Center on Community-Referenced, Nonaversive Behavior Management (1989). Items from the NONAVERSIVE. *SpecialNet Bulletin Board.*

NONAVERSIVE, a bulletin board on SpecialNet, is managed by the Clearinghouse on Community-Referenced Behavior Management for Students with Severe Disabilities at San Francisco State University. This document contains reprints from this bulletin board. These items consist of responses to inquiries regarding the content and accessibility of the R & T Center.

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| Document number | 124 |
| Content Area | 18 14 |
| Audience | P T A |
| Type/Format | OV 10 |
| Level/Setting | SC CO WP |

RESOURCES ON INTEGRATED EDUCATION

Single-page reference list offering various resource materials (manuals, guides, videotapes, etc.) on integrated education.

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| Document number | 364 |
| Content Area | 18 |
| Audience | P T A |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Reynolds, M.C. (1988). Past, present, and future of school integration. *IMPACT, 1*(2), 2.

This article discusses the history of special education summarized in terms of progressive inclusion, through total neglect, residential schools, segregated schools, classes, resource rooms and mainstreaming.

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| Document number | 35 |
| Content Area | 6 4 30 33 |
| Audience | P T A |
| Type/Format | ST 2 |
| Level/Setting | SC CO WP |

Richmond Unified School District (1985). *Community based instruction: A resource book for teachers.* Richmond, CA: Community-Based Instruction Task Force, Richmond Unified School District, Special Services Division.

This is a comprehensive manual in which procedural guidelines are provided with sample forms. A teacher checklist is also included. Suggested activities are provided, as well as the skills to be taught in the community. There are guides for each curricular domain: community, vocational, domestic, and recreation/leisure.

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| Document number | 30 |
| Content Area | 2 12 1 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Ritter, D.R. (1989). Teachers' perception of problem behavior in general and special education. *Exceptional Children, 55*(6), 559-564.

This study investigated the behavioral ratings of regular classroom and special education teachers, and it sought to examine the degree to which these educators agreed or disagreed in their perceptions of the problem behavior and adaptive functioning of a group of 31 adolescents who had recently been identified as seriously emotionally disturbed.

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| Document number | 334 |
| Content Area | 30 1 24 |
| Audience | P RSP |
| Type/Format | RE 1 |
| Level/Setting | C O |

Rynders, J.E., Schleien, S.J., & Mustonen, T. (1990). Integrating children with severe disabilities for intensified outdoor education: Focus on feasibility. *Mental Retardation, 28*(1), 7-14.

The article describes how the feasibility of an intensified (i.e., all-day-for-2-weeks) integrated camping experience for children with and without severe disabilities was evaluated, as was the impact of integrated programming on camp staff members' attitudes. By the end of the 2 weeks, children with severe disabilities demonstrated substantially improved skills in targeted activities. Furthermore, campers without disabilities substantially increased their prosocial interaction bids, and ratings reflective of friendship increased significantly. Also, staff members' preceptions of operating an integrated camp versus a segregated one and their perceptions of the presence of participants with disabilities as facilitative of camp operations improved significantly.

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| Document number | 21 |
| Content Area | 18 4 29 5 6 24 |
| Audience | P T A HEP |
| Type/Format | OV PO ST B |
| Level/Setting | SC CO WP |

Sailor, W. (1989). The educational, social, and vocational integration of students with the most severe disabilities. In D.K. Lipsky & A. Gartner, (Eds.), *Beyond separate education: Quality education for all.* Baltimore: Paul H. Brookes.

This chapter provides a thorough description of the concept of a Comprehensive Local School. The model described has five phases: 1 - Mainstreaming, 2- Integration, 3 - Community Intensive Instruction, 4 - Transition and, 5 - Integrated Work and Community Living.

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| Document number | 353 |
| Content Area | 18 14 15 4 29 5 27 |
| Audience | P T A RSP HEP |
| Type/Format | OV PO ST B |
| Level/Setting | SC CO WP |

Sailor, W. (1989). The educational, social, and vocational integration of students with the most severe disabilities. In D.K. Lipsky A. Gardner (Eds.), *Beyond separate education: Quality education for all.* Baltimore: Paul H. Brookes.

This chapter traces the beginning advances of the LRE principles in educational programs across the country. It includes discussions of the importance of educational environments, the comprehensive local school, and an overview of five phases in the LRE process: mainstreaming, integration, community intensive instruction, transition, and integrated work and community living.



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| Document number | 390 |
| Content Area | 21 22 32 12 |
| Audience | P T A HEP |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Sailor, W. (1991). Special education in the restructured school. *Remedial and Special Education, 12*(6), 8-22.

This article discusses significant trends in reform that have emerged in special education at all levels, from policy to program implementation, during the past decade. Until recently, parallel trends in general education reform have tended to focus on improvement in curriculum and in instructional techniques. Most recently, however, this reform has shifted in the direction of systematic reorganization of school governance structures, policy, and resource utilization at the school site. There are sufficient parallels between the general and special education reform agendas to suggest that the time may be at hand for a shared agenda.

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| Document number | 40 |
| Content Area | 18 6 24 32 |
| Audience | P T A HEP |
| Type/Format | PO OV ST |
| Level/Setting | S C |

Sailor, W., Anderson, J., Halvoerson, A., Doering, K., Filler, J., & Goetz, L. (1989). Phase II: Integrated educational services in the elementary school years. In W. Sailor, J. Anderson, M.A. Doering, J. Filler & A. Halverson (Eds.), *The comprehensive local school: Regular education for all children with disabilities (Chapter 3)*. Baltimore: Paul H. Brookes.

This chapter describes the factors leading to the successful integration of elementary school-aged students with disabilities into the regular school milieux. This chapter primarily focuses on the integration of students with severe disabilites. This includes information on districtwide policy and planning. Suggested strategies for structured social interaction programs and activities are provided.

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| Document number | 6 |
| Content Area | 4 18 29 5 2 32 |
| Audience | P T A HEP |
| Type/Format | PO OV ST 6 |
| Level/Setting | SC CO WP |

Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J., & Goetz, L. (1989). *The comprehensive local school: Regular education for all children with disabilities.*. Baltimore: Paul H. Brookes.

The authors describe a service delivery model based on integrated, community-intensive instruction for students in need of special education services. The authors describe five phases encompassing the model: Phase 1: Mainstreaming, Phase 2: Integration, Phase 3: Community instruction, Phase 4: Transition, Phase 5: Integrated work and commmunity living. Barriers such as transportation, continuum of services , behavior, and legal issues are discussed.

**(Order Book Directly from Paul H. Brookes 1-800-638-3775; Preface only available through CRI's LRE Clearinghouse)**

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| Document number | 17 |
| Content Area | 18 19 32 |
| Audience | A HEP |
| Type/Format | PO OV 8 |
| Level/Setting | SC |

Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J., & Goetz, L. (1989). The regular education initiative and the least restrictive environment. In W. Sailor, J. Anderson, M.A. Doering, J. Filler & A. Halverson (Eds.), *The comprehensive local school: Regular education for all children with disabilities (Chapter 7)*. Baltimore: Paul H. Brookes.

In this chapter the authors examine the premise that the primary impetus for the infusion of all special education programs into the regular school context originates from the convergence of a new policy initiative by the federal government. LRE and REI are discussed.



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| Document number | 386 |
| Content Area | 15 32 28 22 |
| Audience | P A HEP T |
| Type/Format | PO OV 8 |
| Level/Setting | SC CO |

Sailor, W., Gerry, M., & Wilson, W. (1991). Policy implications of emergent full inclusion models for the education of students with severe disabilities. In M. Wang, H. Walberg, & M. Reynolds (Eds.), *The handbook of special education* (vol. IV). Oxford, ENGLAND: Pergamon Press.

The intent of the authors in this chapter is first to delineate what is meant by the term "full inclusion" in contemporary systems for the education of students with disabilities, including those with severe disabilities; second, to examine the historical, legal, and policy bases for the evolution of these models and systems; and third, to examine the implications for policy change of various aspects of full inclusion models as these are increasingly emerging on the American educational scene.

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| Document number | 371 |
| Content Area | 32 18 28 12 |
| Audience | P A HEP |
| Type/Format | PO 1 |
| Level/Setting | SC |

Sailor, W., & Goetz, L. (1990). Much ado about babies, murky bath water, and trickle down politics: A reply to Kaufman. *The Journal ofSpecial Education, 24*(3), 334-339.

This article is a discussion of the Regular Education Initiative (REI). It compares the point of view of the authors with those of Kaufman (1989). The authors hold that the REI (and integration in special education generally) is a set of loosely related ideas concerned with moving the field of special education away from a position of being a self-contained second system to one of being a support system to the general education program.

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| Document number | 361 |
| Content Area | 4 16 18 |
| Audience | T A HEP |
| Type/Format | RE PO OV ST 8 |
| Level/Setting | CO |

Sailor, W., Goetz, L., Anderson, J., Hunt, P., & Gee, K. (1988). Research on community intensive instruction as a model for building functional, generalized skills. In R. Horner, G. Dunlap, & R. Koegel (Eds.), *Generalization and maintenance: Life-style changes in applied settings* (pp. 67-98). Baltimore: Paul H. Brookes.

In this chapter the authors argue that generalization and maintenance are substantially anchored, as outcomes, in societal-contextual relevance. The chapter examines selected, current research into the establishment of functional, generalized skills in students with severe disabilities as these studies relate to context relevance. First the chapter examines the components of the instructional model that, in the authors' view, contribute directly to issues of generalization and maintenance. Next the ingredients of theoretical model described here as context relevant are delineated. Finally, the chapter examines a series of studies that lend support to the analysis of generalization and maintenance afforded by context relevance theory.

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| Document number | 159 |
| Content Area | 4 18 12 16 |
| Audience | P T A HEP |
| Type/Format | ST PO RE 8 |
| Level/Setting | SC CO WP |

Sailor, W., Halvorsen, A., Anderson, J., Goetz, L., Gee, K., Doering, K., & Hunt, P. (1986). Community intensive instruction. In R. Horner, L. Meyer, & B. Fredricks (Eds.), *Education of learners with severe handicaps: Exemplary service strategies* (pp. 251-288). Baltimore: Paul Brookes.

This chapter presents the structure of the "community intensive" model and the considerations involving implementation of that model, followed by examples of the system in its current stage of development in the San Francisco Bay Area, together with some research related to the model development process. Discussed is the most recent link in the service delivery chain — a movement from the regular public school to direct instruction in the community at large.



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| Document number | 8 6 |
| Content Area | 11 1 12 |
| Audience | P A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Salisbury, C., & Evans, I.M. (1988). Comparison of parental involvement in regular and special education. *The Journal of The Association for Persons with Severe Handicaps, 13*(4), 268-272.

In this study, mothers of students with severe disabilities were compared with mothers of nondisabled students and students with mild to moderate disabilities regarding their perceptions of school involvement. 117 mothers were interviewed. The results indicated that in comparison to the parents of students in regular education, parents of students with disabilities were offered more opportunities to be involved, were more satisfied with their involvement, and felt more able to influence their child's education. This was true over the school-age span. No significant differences were related to the severity of the children's disability.

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| Document number | 1 9 1 |
| Content Area | 2 9 |
| Audience | P T A RSP |
| Type/Format | OV ST 2 |
| Level/Setting | CO WP |

Sample, P., Spencer, K., & Bean, G. (1990). *Transition planning: Creating a positive future for students with disabilities.* A manual for students, parents, educators, and adult service providers. Office of Transition Services, Department of Occupational Therapy, Colorado State University (Secondary Education Transition Model Project, GRANT #G008730150).

This manual, developed to serve as a simple guide to effective Transition Planning, describes a five-step process to be used during IEP planning meetings. Teachers, related service personnel, school administrators, parents, students, and advocates will find this helpful for facilitating an IEP process that includes Transition Planning activities. True Transition Planning involves integrating long-term planning objectives for each student within their IEP's, incorporating skills needed for adult life, and discussing desired, post-school outcomes.

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| Document number | 327 |
| Content Area | 28 18 11 32 |
| Audience | P T A |
| Type/Format | OV 4 |
| Level/Setting | SC CO WP |

San Francisco State University (1982). *Proceedings of the Bay Area Conference on the Integration of Students with Severe Disabilities.* Conference held December 9-10, 1982. San Francisco, CA: Author.

Included are the proceedings and overview of the Bay Area Conference on the Integration of Students with Severe Disabilities. The purpose of the conference was twofold. One, to aquaint members of the Bay Area special education community with the existence and resources of the California Research Institute, and two, to elicit from the community its suggestions for issues to be researched by the Institute. Keynote address by Dr. Jo Thomason, past president of the National Council for Exceptional Children and current Assistant Director of Special Education for Alburquerque, New Mexico public schools, and text of Bay Area parent/school district panel discussions are examples of conference proceedings.

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| Document number | 185 |
| Content Area | 15 18 |
| Audience | P T A |
| Type/Format | ST OV 3 |
| Level/Setting | S C |

Sanderson, C., & Richards, D. (1989). *Preserving quality programming in an integrated kindergarten classroom.* Columbia, CT: EASTCONN Early Childhood Center

This paper discusses the successful transition of a young child with special needs into a new and appropriate educational environment. Adam, a sociable and likeable child, displays behavior characterized by significant distractability, very limited meaningful interactions with his peers, and extreme tactile defensiveness.

His inclusion into his neighborhood school is followed month-by-month, with discussion of his IEP objectives and goals, including program observations in his kindergarten class.

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| Document number | 328 |
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| Audience | P T A RSP |
| Type/Format | RE 3 |
| Level/Setting | S C |

Saren, P., Haring, K.H., Lovett, D.L., & Shelton, M. (no date). *A study of the demographic & additudinal differences between paraprofessionals and teachers in self-contained special education classrooms.* Unpublished manuscript. Sacramento, CA: California State Dept. of Education and San Francisco State University.

This study examined demographics of teachers and paraprofessionals and attitudes regarding teacher/ paraprofessional interaction in the classroom. Implications of the study are discussed.

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| Document number | 81 |
| Content Area | 18 12 24 |
| Audience | P T A RSP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Sasso, G., & Rude, H.A. (1988). The social effects of integration on nonhandicapped children. *Education and Training in Mental Retardation, 23*(1), 18-23.

The social effects of integration on nonhandicapped students have not been adequately evaluated. Using a peer nomination sociometric tool, this study measured the degree of social status change with high-and low-status nonhandicapped students who participated in a peer initiation intervention. The results showed that nonhandicapped students who participated in the peer initiation program gained in social status. This finding has implications for the techniques chosen to enhance social relationships between students with severe handicaps and nonhandicapped children.

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| Document number | 365 |
| Content Area | 28 18 32 |
| Audience | P A HEP |
| Type/Format | OV PO 1 |
| Level/Setting | SC CO WP |

Schattman, R. (1988). Integrated education and organizational change. *IMPACT, 1*(2), 8-9.

Since the mid-seventies, special education has been rapidly evolving to meet the intent of public law. While federal law, regulations and guidelines have provided us with a broad framework for the establishment of an educational system which provides special education services, specific methods to attain the intent of that public law have varied considerably. This article discusses some of the original methods and structures and those which are emerging today. It also briefly explores a few organizational factors which are both facilitating and inhibiting the evolution of special education services.

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| Document number | 78 |
| Content Area | 18 1 24 4 |
| Audience | P T A RSP |
| Type/Format | RE 1 |
| Level/Setting | CO |

Schleien, S.J., Ray, M.T., Soderman-Olson, M.L., & McMahon, K.T. (1987). Integrating children with moderate to severe cognitive deficits into a community museum program. *Education and Training in Mental Retardation, 22*(2), 112-120.

Nine children with moderate to severe mental retardation were grouped with 27 nonhandicapped peers in viewing of visual art and manipulation of art materials.-- Handicapped participants' social behaviors and interactions were analyzed. Attitudes of nonhandicapped peers were assessed from pre- to post program. Results indicated that (a) nonhandicapped peers' attitudes changed positively and significantly; (b) social interactions received by handicapped children from their nonhandicapped peers increased significantly; (c) appropriate behaviors of mentally retarded children were significantly greater than inappropriate behaviors.

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| Document number | 374 |
| Content Area | 18 24 1 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Schnorr, R.F. (1990). "Peter? He comes and goes...?": First graders' perspectives on a part-time mainstream student. *Journal of The Association for Persons with Severe Disabilities, 15(4)*, 231-240

This article describes a study on part-time mainstreaming and how it is understood by a class of first graders. The findings reveal that these first graders had a common framework for defining their school experience. Their descriptions centered around themes of "where do you belong," "what do you do," and "with whom do you play." Findings indicate significant discrepancies between the students' definition of what it means to be part of first grade and the focus of the teachers efforts to include Peter and present him as a member of the class.

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| Document number | 308 |
| Content Area | 3 24 2 16 |
| Audience | P T HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Schuler, A.L. & Perez, L. (1987). *The Role of Social Interaction in the Development of Thinking Skills.* Focus on Exceptional Children, *19*(7), 1-12.

This article examines current views on cognitive development in relation to special education students' needs. Self-regulatory functions of language are examined and social interactions are discussed. The article includes the following sections: Definition of terms, cognitive behavior modifications, cognitive training, and summary and implications.

# LRE CLEARINGHOUSE: Selected References

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| Document number | 122 |
| Content Area | 17 9 32 |
| Audience | P T A RSP |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Sells, C.J. & Paeth, S. 1987. Health and Safety in day care. *TECSE, 7*(1), 61-72.

Child day care is playing an expanding role in our society. With more than 11 million children in day care, health and safety are becoming increasingly important issues. Infectious disease is a primary concern of individuals responsible for the health of individuals in day care. A second major concern is child safety. In order to assure that the day care environment is safe for infants and children, basic policies and procedures need to be implemented aned closely monitored. Regular communication and consultation with an individual with expertise in health issues related to day care is necessary if day care is to be a safe environment for children.

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| Document number | 355 |
| Content Area | 18 15 1 |
| Audience | P T A |
| Type/Format | PO 1 |
| Level/Setting | S C |

Sherwood, S.K. (1990). A circle of friends in a 1st grade classroom. *Educational Leadership, 48*(3), 41.

This one-page article is a discussion of the personal experiences of a first grade teacher from Hansen Elementary in Cedar Falls, Iowa, when a child with severe mental disabilities, Ann, was integrated full-time into her classroom.



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| Document number | 346 |
| Content Area | 18 6 16 |
| Audience | P T A |
| Type/Format | ST PO 3 |
| Level/Setting | S C |

Shevin, M. (1984). *Choice-making in the classroom.* Paper presented at the annual TASH conference, Chicago, Illinois, November, 1984. Cleveland, OH: Cleveland State University.

This presentation includes discussion of the following issues: the role of the classroom and the classroom teacher in fostering choice-making skills and choice-making opportunities for students with severe disabilities; aspects of the body of practice that need to be examined critically and which may stand as barriers to the fostering of choice-making skills; and specific ways choice-fostering activities can be integrated throughout the longitudinal day-to-day curriculum of students with severe disabilities.

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| Document number | 149 |
| Content Area | 21 32 20 28 12 |
| Audience | T A HEP |
| Type/Format | PO ST 8 |
| Level/Setting | S C |

Shulman, L.S. (1989). Teaching alone, learning together: Needed agendas for the new reforms. In T. Sergiovanni & J. Moore (Eds.), *Schooling for tomorrow.* Allyn & Bacon.

The major topic of this chapter is the discussion of directing reform towards issues that count, namely the preparation of our nation's school teachers. The argument of this chapter is that the 21st century conceptions of learning now coexist with 19th century conceptions of teaching. What is held to be true of learning in students must, of necessity, hold true for teaching and teachers. The author discusses in detail how teacher collegiality and collaboration are not important merely for the improvement of morale and teacher satisfaction; they are absolutely necessary if teaching is to be of the highest order and thus compatible with the standards of excellence demanded by the recent reforms.

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| Document number | 407 |
| Content Area | 2 16 11 24 |
| Audience | P RSP |
| Type/Format | OV ST 10 |
| Level/Setting | CO |

SIECUS (1988). *Sexuality and the developmentally disabled: An annotated SIECUS bibliography of resources* and *A bibliography of resources available for purchase.* New York: SIECUS, New York University.

Included is both an annotated bibilography of resources not for puchase but available for use at SIECUS' Mary S. Calderone Library at New York University, and a listing of materials that are available for purchase through SIECUS. SIECUS supports the sexual rights of people with disabilities. These materials were compiled to assist professionals and parents in educating this population.

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| Document number | 179 |
| Content Area | 27 33 |
| Audience | P T RSP |
| Type/Format | RE 1 |
| Level/Setting | WP |

Siegel, S., & Gaylord-Ross, R. (no date). Factors associated with employment success among youths with learning disabilites. *Journal of Learning Disabilities.*

This article describes a follow up study which examined the employment success of young adults with learning and other mild disabilities. The study questioned the employee with disabilities, his or her parents, and the employer on a number of vocationally-related items. The results are interpreted in light of the need to deliver and understand the types of supported employment services for adults with mild disabilities.



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| Document number | 396 |
| Content Area | 27 33 |
| Audience | RSP P A |
| Type/Format | RE 3 |
| Level/Setting | W P |

Siegel, S., & Sullivan, J. (no date). *Research breakthrough reduces turnover among entry-level employees.* Unpublished paper. San Francisco: San Francisco State University, Department of Special Education.

This paper discusses a study which investigated the employment success of youth with mild disabilities who participated in the Career Ladder Program (CLP). CLP offered on-the-job vocational training during school, a curriculum of job-keeping skills, and post-high school follow-up services where the investigators worked with the youths' employers. The results indicate that these youth often out perform nondisabled entry-level youth and generally remain with a company once hired, thereby reducing turnover costs. Other outcomes are discussed.

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| Document number | 90 |
| Content Area | 18 1 24 |
| Audience | P T A HEP |
| Type/Format | RE 1 |
| Level/Setting | S C |

Siperstein, G.N., Bak, J.J., & O'Keefe, P. (1988). Relationship between children's attitudes toward and their social acceptance of mentally retarded peers. *American Journal on Mental Retardation, 93*(1), 24-27.

The relationship between attitudes children express toward mentally retarded peers in laboratory settings and their social acceptance of such peers in their mainstream classrooms was examined. Forty-six 4th - 6th graders expressed their attitudes toward an unknown mentally retarded student presented in a videotape. They also indicated their social acceptance, rejection, or neglect of such a peer in their classroom. A step-wise multiple regression analysis showed that children's attitudes toward the target child in the lab setting were related to their sociometric choices of the retarded classmate.

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| Document number | 174 |
| Content Area | 17 19 |
| Audience | P T A RSP |
| Type/Format | OV PO 9 |
| Level/Setting | S C |

Sirvis, B., Burke, M., Campbell, P.H., Levy, M., Osborn, S., Ovick, J., & Taylor, J. (no date). *Final report: CEC ad hoc committee on medically fragile.*

This report documents the effort of this committee to provide guidelines and principles for the provision of special education and related services to students with specialized health care needs. The work of the committee centered around nine basic issues with recommendations:
1) Determing eligibility for special education services;
2) Providing related and noneducation services;
3) Assuring equal access to appropriate educational settings in the least restrictive environment;
4) Promoting a safe learning environment for all students and professionals;
5) Assuring that health care services are delivered by appropriately trained personnel;
6) Establishing support systems for staff, students, and families;
7) Including appropriate information about students' specialized health-care needs in preservice, inservice, and continuing education programs;
8) Providing of appropriate and safe transportation; and
9) Promoting research that assesses current and future service delivery models.

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| Document number | 320 |
| Content Area | 3 16 20 |
| Audience | T A RSP HEP |
| Type/Format | ST 2 7 |
| Level/Setting | SC CO WP |

Smith, P. D., and Kleinert, J.O. (1989). *Communication programming for students with severe and multiple handicaps.* Lexington, KY: Kentucky Systems Change Project, University of Kansas, Interdisciplinary Human Development Institute.

This manual contains modules developed for and used in training speech/language pathologists on communication programming for students with severe, profound and multiple handicaps. The training workshops in which the modules were designed to be used, specifically deal with communication strategies that enhance opportunities for increased participation and integration for these students in home, school and community settings.



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## LRE CLEARINGHOUSE: Selected References

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| Document number | 160 |
| Content Area | 18 19 |
| Audience | T A P |
| Type/Format | PO OV 4 |
| Level/Setting | S C |

Snell, M., Janssen, C., & Sailor, W. (1986). *What is the last restrictive environment? (Questions and answers for administrators, parents, teachers).* Prepared for OSERS.

This document specifically addresses the issue of what is the least restrictive environment (LRE), and is formatted in a question and answer form. Common questions asked of administrators, "regular" education teachers, special education teachers, parents of children with handicaps, parents of regular education students and miscellaneous topics for administrators are answered. Some topics discussed include placement, problems, needs, and the LRE rationale for individuals with handicaps.

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| Document number | 53 |
| Content Area | 17 |
| Audience | T A RSP |
| Type/Format | PO OV ST 2 3 |
| Level/Setting | SC CO |

SPECIALIZED HEALTH CARE NEEDS

This packet contains several manuals and papers developed at the state and local level for specialized health care needs. Included are:
- CA State Board of Education, Procedures for Providing Specialized Physical Health Care
- Special Healthcare Needs of Handicapped Schoolchildren, Richmond Unified School District, CA
- Recommendations: Services for Children with Special Health Care Needs, Iowa Dept. of Education
- Reference List, Specialized Health Care Needs
- Occurence of Health Related Procedures Reported by Teachers in Classrooms for Students with Multiple Impairments, University of Kansas.
- Guidelines & Procedures for Meeting the Specialized Physical Health Care Needs of Students, California Dept. of Education
- Control of Infectious Diseases in Special Education Classrooms (Pamphlet), San Francisco Unified School District, CA
-Severely Handicapped Program Needs Assessment/ Interest Inventory, Special Services Division Statement of Direction, Richmond Unified School District, CA

## LRE CLEARINGHOUSE: Selected References

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| Document number | 123 |
| Content Area | 12 1 18 14 |
| Audience | A P |
| Type/Format | RE 1 |
| Level/Setting | S C |

Stainback, G. H., Stainback, W.C., & Stainback, S. B. (1988). Superintendents' attitudes toward integration. *Education and Training in Mental Retardation*, June, 92-96.

The purpose of this study was to determine the attitudes of superintendents of schools toward educating students classified as severely and profoundly handicapped in regular neighborhood schools and regular education. Results indicated that positive attitudes toward integration existed among a sizable number (50.5%) of superintendents. However, there were some superintendents (15.5%) who held negative attitudes toward integration while many (34%) were uncertain about their attitudes.

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| Document number | 379 |
| Content Area | 12 28 32 18 |
| Audience | P T A HEP |
| Type/Format | PO 8 |
| Level/Setting | S C |

Stainback, W., Stainback, S., & Bunch, G. (1989). A rationale for the merger of regular and special education. In S. Stainback, W. Stainback, & M. Forest, (Eds.) *Educating all students in the mainstream of regular education* (pp. 213-219). Baltimore: Paul H. Brookes.

This chapter presents a rationale for merging regular and special education. Although special education is technically a subsystem of regular education, a dual system of education has, in effect, been in operation, each with its own pupils, teachers, supervisory staff and funding system. The rationale for a merger is based on several major premises, being that the instructional needs of students do not warrant a dual system, that maintaining a dual system is inefficient, and that a dual system fosters inappropriate and unfair attitudes about the education of students with special needs. Each premise is discussed in detail.

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| Document number | 184 |
| Content Area | 28 18 19 |
| Audience | P A HEP |
| Type/Format | PO OV ST 8 |
| Level/Setting | S C |

Stetson, F. (1984). Critical factors that facilitate integration: A theory of administrative responsibility. In N. Certo, N. Haring, & R. York (Eds.), *Public school integration of severely handicapped students* (pp. 65-81). Baltimore, MD: Paul H. Brookes.

This chapter discusses the responsibility of public school administrators in assuring that severely handicapped students receive an appropriate education within the least restrictive environment. The author identifies these responsibilities through a field-based method of inquiry, described in the chapter, and offers distinct advantages through these "critical administrative factors" to improve service delivery to severely handicapped students in the least restrictive environment.

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| Document number | 101 |
| Content Area | 11 24 |
| Audience | P |
| Type/Format | RE 1 |
| Level/Setting | C O |

Stoneman, Z., Brody, G. H., & Davis, C. H. (1988). Childcare responsibilities, peer relations, and sibling conflict: Older siblings of mentally retarded children. *American Journal on Mental Retardation, 93*(2), 174-183.

Household and childcare responsibilites, peer contacts, and out-of-home activities of older same-sex siblings of mentally retarded children as compared to a group of matched nonhandicapped children were examined. Older siblings of retarded children, particularly older sisters, assumed multiple caretaking responsibilities. For these siblings, increased childcare responsibilities were assocaited with sibling conflict and decreased opportunities for peer contacts and out-of-home activities. As a group, however, siblings of retarded children did not differ from their agemates in frequency of contact with friends or in participation in out-of-home activities. Retarded younger siblings had less contact with friends than did their nonhandicapped agemates. Within-group differences appeared to be more important in understanding sibling risk status than whether the child had a younger retarded sibling.

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| Document number | 7 |
| Content Area | 9 11 16 24 |
| Audience | P T A RSP |
| Type/Format | PO ST 3 |
| Level/Setting | S C |

Strain, P.S. (1989). *Ensuring quality of early intervention for children with severe disabilities.* Unpublished manuscript. Pittsburg, PA: Western Psychiatric Institute and Clinic, University of Pittsburg School of Medicine.

The author discusses the quality of service delivery, suggests what some of the barriers are, and outlines some strategies for making quality universal. The author presents characteristics of effective intervention programs, procedural checklists for family-focused intervention, precise scope and sequence of instruction, social interaction, activity learning time, and group responding.

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| Document number | 366 |
| Content Area | 19 32 |
| Audience | P A HEP |
| Type/Format | PO OV 1 |
| Level/Setting | SC CO WP |

Strand, R. (1988). "Caught in the continuum": A synopsis. *IMPACT, 1* (2), 7.

This single-page article presents seven serious conceptual and philosophical flaws or pitfalls in the LRE principal, as originally outlined by Steven Taylor of the Research and Training Center on Community Integration at the Center on Human Policy, Syracuse University, that apply across the life span and in settings, including education, work, recreation, and community services. His observations first appeared in an article entitled "Caught in the continuum: A critical analysis of the principle of the least restrictrive environment," *JASH*, Spring 1988, pp. 41-53.



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| Content Area | 11 18 24 |
| Audience | P T |
| Type/Format | OV ST 8 |
| Level/Setting | SC CO |

Strully, J.L., & Strully, C.F. (1989). Family support to promote integration. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education* (pp. 213-219). Baltimore: Paul H. Brookes.

This chapter explores what parents can do to ensure that their children have an opportunity to become integrated, accepted members of their school and community. Attention is focused particularly on the family support that children need when they are new to a school or classroom or when, for other reasons, they have failed to develop natural friendships and supports from their peers and other community members.

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| Document number | 3 2 2 |
| Content Area | 11 27 |
| Audience | P RSP |
| Type/Format | ST OV RE 2 10 |
| Level/Setting | CO WP |

Supported Employment Parent Training Technical Assistance (SEPT/TA) Project (1989). *A reference manual for parent training about supported employment.* Minneapolis, MN: PACER Center.

This manual is comprised of an annotated bibliography of journal articles, manuscripts, books, audio-visual materials and a listing of some of the parent training groups which have developed workshops and resources for parent training about supported employment.

**For a copy please contact:**

PACER Center, Inc.
4826 Chicago Ave. South
Minneapolis, MN 55417-1055
(612) 827-2966 voice/TDD

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| Document number | 349 |
| Content Area | 27 11 |
| Audience | P RSP |
| Type/Format | OV ST RE PO 1 4 |
| Level/Setting | CO WP |

Supported Employment Parent Training Technical Assistance (SEPT/TA) Project (1990). *SEPT/TA Memo, Vol. 2, No. 1.* Minneapolis, MN: Pacer Center.

This newsletter contains articles, resources and materials to help state supported employment projects and parent training and information centers train parents about supported employment.

**For a copy please contact:**

**Supported Employment Parent Training Technical Assistance (SEPT/TA) Project**
**PACER Center, Inc.**
**4826 Chicago Ave. S.**
**Minneapolis, MN 55417-1055**
**(612) 827-2966 voice/TDD**

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| Document number | 36 |
| Content Area | 10 18 |
| Audience | P A T |
| Type/Format | ST 4 |
| Level/Setting | S C |

TASH-TA. *Best Practice Matrix* (program evaluation forms).

The Best Practice Matrix is a self-evaluation tool. It can be used to determine the degree to which best practices are being implemented in a given program. The best practices are: 1. Age appropriate public school placement, 2. Integrated delivery of related services, 3. Social integration, 4. Transition planning, 5. Community-based training, 6. Curricula, 7. IEP process, 8. Systematic data-based instruction, 9. Home-school partnership, 10. Program evaluation.



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| Document number | 99 |
| Content Area | 18 19 32 |
| Audience | P A HEP |
| Type/Format | PO 1 |
| Level/Setting | SC CO |

Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. *The Journal of The Association for Persons with Severe Handicaps, 13*(1), 41-53.

This article presents a critical analysis of the principle of the least restrictive environment (LRE). The article begins with a review of the origins of LRE in professional writings and law, and moves next to a discussion of how LRE has been operationalized in terms of a continuum concept. The author presents seven conceptual and philosophical flaws or pitfalls in the LRE principle itself, especially when it is applied to people with severe disabilities. The author then argues that an uncritical acceptance of LRE may lead to the establishment of a "new" community-based continuum, and many leading writings in the field can be interpreted to legitimate this new continuum. The conclusion of the article supports an unconditional commitment to integration and briefly contrasts integration with LRE as a guiding principle for the design of services and support for people with developmental disabilities, concluding with a note on the importance of viewing concepts in historical context.

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| Document number | 28 |
| Content Area | 5 |
| Audience | P A RSP |
| Type/Format | PO OV 1 |
| Level/Setting | CO |

Taylor, S.J., Lakin, K.C., & Bradley, K.H. (1989). Permanency planning for children and youth: Out-of home placement decisons. *Exceptional Children, 55*(6), 541-549.

This article advocates the extension of "permanency planning" in out-of-home placements to include those children and youth with developmental disabilties. 78% of children and youth with Developmental Disabilities who are placed in long-term care have no "permanency planning" protections. Significant changes in existing federal policy are recommended.

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| Document number | 32 |
| Content Area | 18 5 |
| Audience | P A RSP |
| Type/Format | PO OV ST 2 |
| Level/Setting | CO |

Taylor, S., Racino, J., Knoll, J., & Lutfiyya, Z. (1985). *The nonrestrictive environment: A resource manual on community integration for people with the most severe disabilities.* Unpublished manuscript. Syracuse, NY: Syracuse University, Center on Human Policy.

This manual covers the following: principles for community integration; issues regarding the continuum, the nonrestrictive environment (In search of a home, and Community integration: Making it work); information on developing integrated community services (ideas, strategies, and practices); resource materials on community integration; and programs demonstrating model practices for integrating people with severe disabilities into the community.

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| Document number | 130 |
| Content Area | 18 24 1 |
| Audience | P T A HEP |
| Type/Format | PO RE 1 |
| Level/Setting | SC |

Thousand,J.S., and Buchard,S. (1990). Social integration: Special education teachers' attitudes and behaviors. *American Journal on Mental Retardation, 94*(4), 407-419.

This article deals with the ability of predicting special educators' structuring of student integration opportunities from measures of behavioral intention, attitude, and subjective norm. Method of data collection, results, and discussion are included. Recommendations for teacher change efforts and modification of the reasoned action theory are made.

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| Document number | 367 |
| Content Area | 15 21 |
| Audience | P T A |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

Thousand, J.S., & Villa, R.A. (1988). Enhancing educational success through collaboration. *IMPACT, 1*(2), 14.

This article discusses the position that if schools are to educate all learners in heterogenous environments where students of varying abilities are present and participating in all classes and activities, then the organizational structure of schools must foster heterogeneity. A number of characteristics of the Traditional American School which presently stand in the way of successful integrated learning are discussed, among them being the lack of support for collaborative efforts including team teaching by educators.

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| Document number | 188 |
| Content Area | 15 20 21 |
| Audience | P T A |
| Type/Format | PO OV ST 8 |
| Level/Setting | S C |

Thousand, J. S., & Villa, R. A. (1990). Sharing expertise and responsibilities through teaching teams. To appear in W. Stainback & S. Stainback (Eds.), *Support network for inclusive schooling.* Baltimore: Paul H. Brookes.

The purpose of this chapter is to familiarize the reader with instructional teaming practices of both regular education staff and special education staff which are emerging in full inclusionary schools. In this chapter, the term "teaching teams" is defined, the critical elements of an effective teaching team are identified, present examples of teaching teams in action are included, and the potential benefits of employing teaching teams in schools is discussed.

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| Document number | 108 |
| Content Area | 11 17 |
| Audience | P A T RSP |
| Type/Format | OV 10 |
| Level/Setting | S C |

Trohanis, P. (1988). *Selected technical assistance and other resource projects related to services to young children with special needs and their families.* Chapel Hill, NC: NEC*TAS.

This document is a directory of research projects related to services for children with special needs.

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| Document number | 63 |
| Content Area | 19 |
| Audience | P A HEP |
| Type/Format | PO 1 |
| Level/Setting | SC CO WP |

Tucker, J.A. (1989). Less required energy: A response to Danielson and Bellamy. *Exceptional Children, 55*(5), 456-458.

Perhaps the most significant finding presented by Danielson and Bellamy is the importance of consistency of the application of least restrictive environment over time, while there is such a significant variation in that application between states. This article suggeSts that LRE as a concept is semantically and traditionally loaded with location rather than service due to the greater ease with which location-related applications can be made.



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| Document number | 181 |
| Content Area | 5 11 |
| Audience | P A RSP |
| Type/Format | PO ST 8 |
| Level/Setting | CO |

Turnbull, A.P., Brotherson, M.J., & Summers, J.A. (1985). The impact of deinstitutionalization on families: A family systems approach. In R.E. Bruinninks & K.C. Lakin (Eds.), *Living and learning in the least restrictive environment* (pp. 115-140). Baltimore: Paul H. Brookes.

This chapter focuses on two major strategies for achieving deinstitutionalization, and the complexity of successful deinstitutionalization on the varied spheres of human interactions and services. It primarily addresses how to maintain handicapped children and youth with their families or in other community settings so that institutionalization does not occur.

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| Document number | 340 |
| Content Area | 2 8 |
| Audience | A HEP |
| Type/Format | PO OV 4 |
| Level/Setting | |

U.S. Department of Education (1990). *Proceedings for the Fourth Annual Conference on Management of Federal/State Data Systems.* Held in Crystal City, Virginia, February 26-28. Washington, DC: Author, Office of Special Education Programs.

This conference furnishes information to state representatives in the area of data management and improvded data reliability, validity, and comparability as well as an orientations for state staff not familiar with federal data collection procedures. These proceedings include abstracts of key presentations, a list of conference participants, criteria for the Data Validation Process: allowable year-to-year changes, and state-by-state descriptions of special education data systems.

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| Document number | 347 |
| Content Area | 11 32 24 18 |
| Audience | P A RSP |
| Type/Format | PO OV ST RE 4 11 |
| Level/Setting | SC CO |

University of Kansas (1990). *Families & Disability Newsletter, Vol. 2, No. 2* (published 3 times quarterly). Lawrence, KS: Author, Beach Center on Families and Disabilities.

The focus of this issue is on relationships and the belief that family members of individuals with disabilities need to be connected to each other and to friends in the community. Several articles tell individual stories about the struggle and success in building these types of relationships. In addition, articles on current research being undertaken and public policy, as well as resource lists are presented.

For a copy please contact:

The University of Kansas Beach
Center on Families and Disability
Attn: Julie Sergeant
Bureau of Child Research
311 Haworth Hall
Lawrence, KS 66045

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| Document number | 335 |
| Content Area | 11 17 29 |
| Audience | P RSP HEP |
| Type/Format | RE 10 |
| Level/Setting | SC CO WP |

University of Kansas (1990). *Publications catalog.* Lawrence, KS: Beach Center on Families and Disability, Author.

This catalog lists publications based on research with families of persons with disabilities. Research projects span the life cycle and concentrate on families of persons with developmental disabilities, emotional disabilities, and technology support needs.

For a copy please contact:

The University of Kansas
Bureau of Child Research
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-7600

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| Document number | 57 |
| Content Area | 4 27 17 29 32 5 |
| Audience | HEP P RSP A |
| Type/Format | OV RE 10 |
| Level/Setting | CO |

University of Minnesota (1989). *Publications from the Center for Residential and Community Services Institute on Community Integration.* Minneapolis, MN: University of Minnesota, University Affiliated Program.

This publication includes a collection of eference lists, newsletter articles, and brochures on all the projects and products of the Minnesota University Affiliated Program. The selection includes: "What's Working in Supported Employment," "What's Working in Interagency Planning for Transition," IMPACT ( a newletter from the Institute on Community Integration), "Policy Research Brief," order forms for publications, and project brochures.

**For a copy please contact:**

**Center for Residential and Community Services Institute on Community Integration**
**University of Minnesota**
**207 Pattee Hall**
**150 Pillsbury Dr. SE**
**Minneapolis, MN 55455**
**(612) 624-6328**

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| Document number | 44 |
| Content Area | 18 14 |
| Audience | P T A |
| Type/Format | OV 4 |
| Level/Setting | SC |

University of Utah (198?). *A comprehensive program for effectively educating elementary students with severe handicaps in their neighborhood school* (brochure). Logan, UT: University of Utah, Utah Elementary Integration Project.

This brochure describes the Utah Elementary Integration Project and gives contact people. Emphasis is on the home-school.

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| Document number | 50 |
| Content Area | 19 7 32 |
| Audience | P A |
| Type/Format | PO OV 1 |
| Level/Setting | S C |

University of Washington (1988). Placement in the least restrictive environment. *Focus*, November.

This is a brief article on the legal issues involved in LRE and placement. The question of the definition of "appropriate" is addressed. The LRE issue and how it has effected students who are deaf is also discussed. The important distinction between decisions made regarding the IEP and the delivery of those services in the LRE is addressed, as well.

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| Document number | 113 |
| Content Area | 32 |
| Audience | HEP A |
| Type/Format | RE 9 |
| Level/Setting | S C |

US Department of Education (1989). *Eleventh Annual Report of Congress on the Implementation of the EHA*. Washington, DC: US Dept. of Education, Office of Special Education Programs, Div. of Innovation & Development.

This document consists of state reports of students served by special education, presented to Congress.

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| Document number | 389 |
| Content Area | 6 15 12 21 16 18 11 22 |
| Audience | P T A |
| Type/Format | PO OV ST 10 |
| Level/Setting | S C |

Vandercook, T., York, J., & Johnson, S. (Eds.) (1991). *Inclusive education for learners with severe disabilities: Print & media resources.* Minneapolis, MN: Institute on Community Integration (UAP), University of Minnesota.

This print and media resource guide includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. It was compiled with the intent of providing educators, families, and other interested persons with information about including learners with severe disabilities into general education classes and school community life.

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| Document number | 116 |
| Content Area | 11 23 |
| Audience | P T A |
| Type/Format | 5 |
| Level/Setting | SC CO WO |

VIDEO & AUDIO
This Audio Tape Sold Through TASH & Developed By: Dybwad, G., Lapin, C., & Worth, P. (Presenters). *Empowerment: Choices and Change.*

Gunnar Dybwad, Professor Emeritus of Human Development at the Heller School, Brandeis University, advocate and distinguished scholar, is unrivaled in the disability movement. His speech on the concept of empowerment has historical perspective and immediate relevance. A thought and heart provoking masterpiece.

Connie Lapin and Shawn: Leading volunteer and Mother shares her knowledge, inspiration and wit.

Pat Worth: President and Co-Founder of People First of Ontario, Canada tells it how it is. From inside the institution to inside mainstream North American culture, Patrick reveals his leadership as a foremost leader in the struggle for civil and human rights.

(ORDER DIRECTLY FROM TASH; 206-523-8446)



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| Document number | 115 |
| Content Area | 18 33 30 |
| Audience | P T A RSP |
| Type/Format | 5 |
| Level/Setting | SC CO WO |

VIDEO & AUDIO

This Video Sold Through TASH & Developed By:
Biklen, D. (Executive Producer). *Regular Lives*. State of the Art, Inc. (producers).

This 28-minute video documents that integration does work. The focus is on people with disabilites in typical school, recreational and work settings, and shows the impact integration has on their lives and the lives of the people around them.

(ORDER DIRECTLY FROM TASH; 206-523-8446)

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| Document number | 117 |
| Content Area | 18 4 |
| Audience | P T A RSP |
| Type/Format | 5 |
| Level/Setting | SC CO WO |

VIDEO & AUDIO

This Video Sold Through TASH & Developed By:
CIPSSI Project (producers). *The Way To Go.*

This 18-minute video presents integration and community-based programming for students with multiple, severe and profound disabilities. A regular ed teacher, special ed teacher and a parent are profiled, sharing their excitement on the benefits of integration to all students and to the community.

(ORDER DIRECTLY FROM TASH; 206-523-8446)



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| Content Area | 18 5 |
| Audience | P T A RSP |
| Type/Format | 5 |
| Level/Setting | SC CO WO |

VIDEO & AUDIO

This Video Sold Through TASH & Developed By: Minnesota University Affiliated Program on Developmental Disabilities (producers). *A New Way of Thinking.*

In keeping with the goals and policies of TASH, "A New Way of Thinking" supports the idea of community integration for people with severe developmental disabilities. It focuses on five individuals ranging in age from three-and-a-half to twenty five years. The video highlights a variety of issues commonly faced by persons with severe developmental disabilities.

(ORDER DIRECTLY FROM TASH; 206-523-8446)

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| Document number | 170 |
| Content Area | 5 |
| Audience | P A RSP |
| Type/Format | RE OV 4 9 |
| Level/Setting | C O |

White, C.C., Lakin, K.C., Hill, B.K., Wright, E.A., & Bruininks (Eds.) (1988). *Persons with mental retardation in state-operated residential facilities: Year ending June 30, 1987 with longitudinal trends from 1950 to 1987 (Report #26).* Minneapolis, MN: Center for Residential and Community Services, University of Minnesota.

This is a report which is one of a series that since Fiscal Year 1978 has presented basic population statistics on people with mental retardation in state-operated residential facilities in the United States.

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| Document number | 60 |
| Content Area | 2 16 17 |
| Audience | RSP T |
| Type/Format | ST PO 3 |
| Level/Setting | SC CO |

Willis, T.J., & LaVigna, G.W. (198?). *Emergency management guidelines.* Unpublished paper. Van Nuys, CA: Behavior Therapy and Family Counseling Center.

This paper presents a series of strategies to "survive emergencies" when managing serious behavior problems with developmentally disabled individuals. The strategies are presented in a format of increasing restrictiveness, with the least intrusive and restrictive presented first. The strategies are broken up under the following headings: positive programming, surface management strategies for behavior problems, geographical containment, emergency physical containment, and individualized emergency management plan.

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| Document number | 406 |
| Content Area | 5 32 33 |
| Audience | P RSP |
| Type/Format | OV 4 |
| Level/Setting | SC CO WP |

World Institute on Disability. *Informational brochure and flyer.* Oakland, CA.

Informational brochure on the World Institute on Disability, describing the institute's policy research and analysis, training and public education, international affairs, and programs on aging and disability. Also includes a flyer describing the institute's Research and Training Center on Public Policy in Independent Living.



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| Document number | 92 |
| Content Area | 3 11 |
| Audience | P RSP HEP |
| Type/Format | RE 1 |
| Level/Setting | C O |

Yoder, P.J., & Feagans, L. (1988). Mothers' attributions of communication to prelinguistic behavior of developmentally delayed and mentally retarded infants. *American Journal on Mental Retardation, 93*(1), 36-43.

Some investigators have suggested that mothers of SH infants do not attribute communication to their infants' behavior as frequently as do other mothers because such infants exhibit developmentally younger and more ambiguous behavior. This premise was tested. Sixteen mother-handicapped infant pairs participated. Results did not support the notion that mothers of SH babies attribute less communication than do mothers of mildly handicapped infants. Results suggest that the mothers' attributions of communication may be influenced by a number of other factors besides the actual behavior emitted by the infants, factors that may allow the mothers to interact effectively even with SH baby

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| Document number | 127 |
| Content Area | 18 6 |
| Audience | P T A RSP |
| Type/Format | ST PO OV 1 |
| Level/Setting | S C |

York, J., & Vandercook, T. (1988). What's in an IEP? Writing objectives for an integrated education. *IMPACT*, Winter, 16, 19.

This article discusses some of the principals and a process for IEP development and implementation. It is intended as a guide for teams through the planning of integrated current and future outcomes for individual learners.

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| Document number | 163 |
| Content Area | 18 15 12 6 |
| Audience | P T A RSP |
| Type/Format | ST 1 |
| Level/Setting | S C |

York, J., & Vandercook, T. (1989). Designing an integrated education for learners with severe disabilities through the IEP process. In J. York, T. Vandercook, C. MacDonald, & S. Wolff (Eds.), *Strategies for full inclusion.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.

This paper identifies several assumptions underlying the development of integrated educational programs. presents a process for developing IEP goals and objectives which relate to integration in regular classes, and delineates common questions that arise when teams initiate the process and strategies for addressing each.

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| Document number | 354 |
| Content Area | 21 6 16 18 |
| Audience | P T A |
| Type/Format | RE ST 1 |
| Level/Setting | S C |

York., J., & Vandercook, T. (1992). Designing an integrated program for learners with severe disabilities. *Teaching Exceptional Children*, Winter, 22-28.

This article presents strategies for developing IEPs based on the assumption of the necessity of age-appropriate participation of students with severe disabilities in regular education classes. It contains four strategies for developing an integrated IEP and addresses common questions asked when developing and implementing such an IEP.

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| Document number | 368 |
| Content Area | 1 18 12 |
| Audience | P T A |
| Type/Format | PO RE 1 |
| Level/Setting | S C |

York, J., Vandercook, T., Heise-Neff, C., & Caughey, E. (1988). Regular class integration at middle school: feedback from classmates and teachers. *IMPACT, 1*(2), 13.

This article summarizes responses of students without disabilities, regular education teachers and special education teachers when answering a brief survey designed to elicit their feelings about having students with severe disabilities as members of their regular homerooms and a variety of science, health, art , p.e. and other classes for an entire year. The integration project took place at Roseville Area Middle School in Little Canada and at John Glenn Middle School in Maplewood.

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| Document number | 165 |
| Content Area | 15 12 |
| Audience | T A RSP |
| Type/Format | ST OV 3 |
| Level/Setting | S C |

York, J., Vandercook, T., MacDonald, C., & Wolff, S. (1989). Facilitating inclusion in regular classes. In J. York, T. Vandercook, C. MacDonald, & S. Wolff (Eds.), *Strategies for full inclusion*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

This paper offers several guidelines to facilitate inclusion of special education students in regular education classes. A regular education classroom integration "checklist" is also included to standardize the process, and can be used by adults on planning teams to assist in identifying ways to include classmates with high needs.

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| Document number | 68 |
| Content Area | 16 |
| Audience | T A HEP |
| Type/Format | RE 1 |
| Level/Setting | SC |

Ysseldyke, J.E., Thurlow, M.L., Christenson, S.L., & Weiss, J. (1987). Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students. *The Journal of Special Education, 21*(3), 43-55.

Observers followed 30 learning disabled (LD), 32 emotionally/behaviorally disturbed (EBD), 30 educable mentally retarded (EMR), and 30 nonhandicapped students each for one entire school day. They recorded in 10-second intervals the amount of time allocated to instruction in specific content areas, amounts of time spent in different school settings, and time allocated to instruction as a function of setting. While there were differences in amount of time spent in regular versus special education, there were few differences among categories in the amount of time allocated to instruction in specific content areas. Issues related to current special education practice are addressed.

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| Document number | 175 |
| Content Area | 18 6 3 16 |
| Audience | P T A HEP |
| Type/Format | PO OV ST 4 |
| Level/Setting | SC CO |

Zeph, L.A. (1986). *The C.H.O.I.C.E. Curriculum Model: A Curriculum Framework for Incorporating Choice-making into Programs Serving Student with Severe Handicaps.* Presentation given at the 2nd Annual TASH/New England Conference, Worchester, Mass. Orono, ME: University of Maine.

This paper presents an overview of the CHOICE Curriculum Model and identifies ways in which choicemaking may be incorporated into the programs of students with significant handicaps. The major focus of the model is on the development of communication and choicemaking skills, and offers educators an opportunity to consider the long range growth and development of students in a manner which allows even the most severely handicapped students to achieve some level of independence.



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| Document number | 111 |
| Content Area | 24 |
| Audience | P T A |
| Type/Format | RE 1 |
| Level/Setting | S C |

Zetlin, A. G. & Murtaugh, M. (1988). Friendship patterns of mildly handicapped and nonhandicapped high school students. *American Journal on Mental Retardation, 92*(5), 447-454.

Participant observation techniques were employed in a high school setting to document the friendship patterns of 32 mildly learning handicapped and 32 nonhandicapped adolescents. Three features of friendship were examined: intimacy, empathy, and stability over time. Handicapped adolescents were found to have fewer and less stable friendships than did their nonhandicapped counterparts. There was less evidence of intimacy and empathy between pairs of handicapped peers. Variation in friendship behavior within both populations was noted, and factors contributing to difficulties in achieving fuller friendship were discussed.